

SHARING DE-BRUTALISATION:

Anachronizing Crime, Punishment, Inherent Harm and Wasted Potential

4 Volumes



Vol 3 of 4: Chapters 11 & 12 - Appendices A & B

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CHAPTER 11: RISKS TO SHARING DE-BRUTALISATION

The risks of failures in constructive activity, personal responsibility, personal life control, empathy and sensitivity to caring are discussed in this chapter, alongside the risks of deploying punishment or tolerating crime, brutal cycles, dishonesty, harm and non-adherence to any rules designed to address these things. Because of these risks, though re-booting constructive activity to replace brutal activity should do everything possible to follow a consensual and credible path towards a service-user determined exit-point, society must retain the right to protect its citizens from each other, even when that might be contentious, in terms of obliging those who cause harm to be monitored and to decrease their risk if they want to be able to freely operate within society. This would seem reasonable if sharing de-brutalisation is not to be put at risk.

Within this, the principal risk to the constructive activity element in sharing de-brutalisation might be a failure in any one of the **advancement themes**^{*1} that seemed involved in advancing lives constructively, whether that be in terms of systemic failures in nurturing these factors or personal failures in applying them.

Constructive Activity Failure Risks

All these **themes**^{*}, which were discussed in the previous chapter², require an individual to be able to place themselves at the head of their lives, namely by deciding to belong^{**}, focusing on advancement while adopting an advancing identity^{***}, taking personal responsibility^{****}, appropriately choosing when persistence or change is most

¹ As considered in the Advancement Themes in Sharing De-Brutalisation Section in Chapter 10

² The breakdown of, and justification for, each of these elements is given in the previous chapter in the section entitled Constructive Advancement Themes in Sharing De-Brutalisation and in the table in that section entitled Tab. 10.19 Constructive Advancement Themes

useful****, maintaining a resilient faith in their capacity***** and channelling the things to which they are attracted in enduringly constructive ways*****.

*Advancement Themes ³					
Constructive Prominent Belonging	Advancement Focus And Identity	Personally Responsible Activity	Appropriate Persistence, Change and Selection	Resilient Faith In Personal Capacity	Channelled Endurance in Attraction

Tab. 11.1 Advancement Themes

If systems, including school, are not based around nurturing an individual as the effectual leader of their own lives in these respects, then the constructively active involvement of individuals throughout their subsequent lives seems likely to be at risk.

The Risk of Not Anachronizing Punishment

If things go wrong in subsequent life, responding with punishment might only deepen problems. Indeed, individuals appeared to have a higher risk of recidivism the higher they viewed their level of punishment to be.⁴ 73% of those with a high recidivism risk considered their level of punishment to be **above** centre, while 86% of those with a low recidivism risk considered their level of punishment to be **below** centre. Though this might relate to the fact that those with a higher risk are likely to have been punished more, it might also suggest the cyclical nature of crime and punishment and the risk that not anachronizing punishment may embody.

³ The breakdown of, and justification for, each of these elements is given in the previous chapter in the section entitled Constructive Advancement Themes in Sharing De-Brutalisation and in the table in that section entitled Tab. 10.19 Constructive Advancement Themes

⁴ This might, of course, be because those with a higher recidivism may be subjected to higher punishments, but it may be, nevertheless, reflective of the inefficacy of punishment, since, even while being subject to these punishments, as the respondents in this research were, they remained at high risk of recidivism.

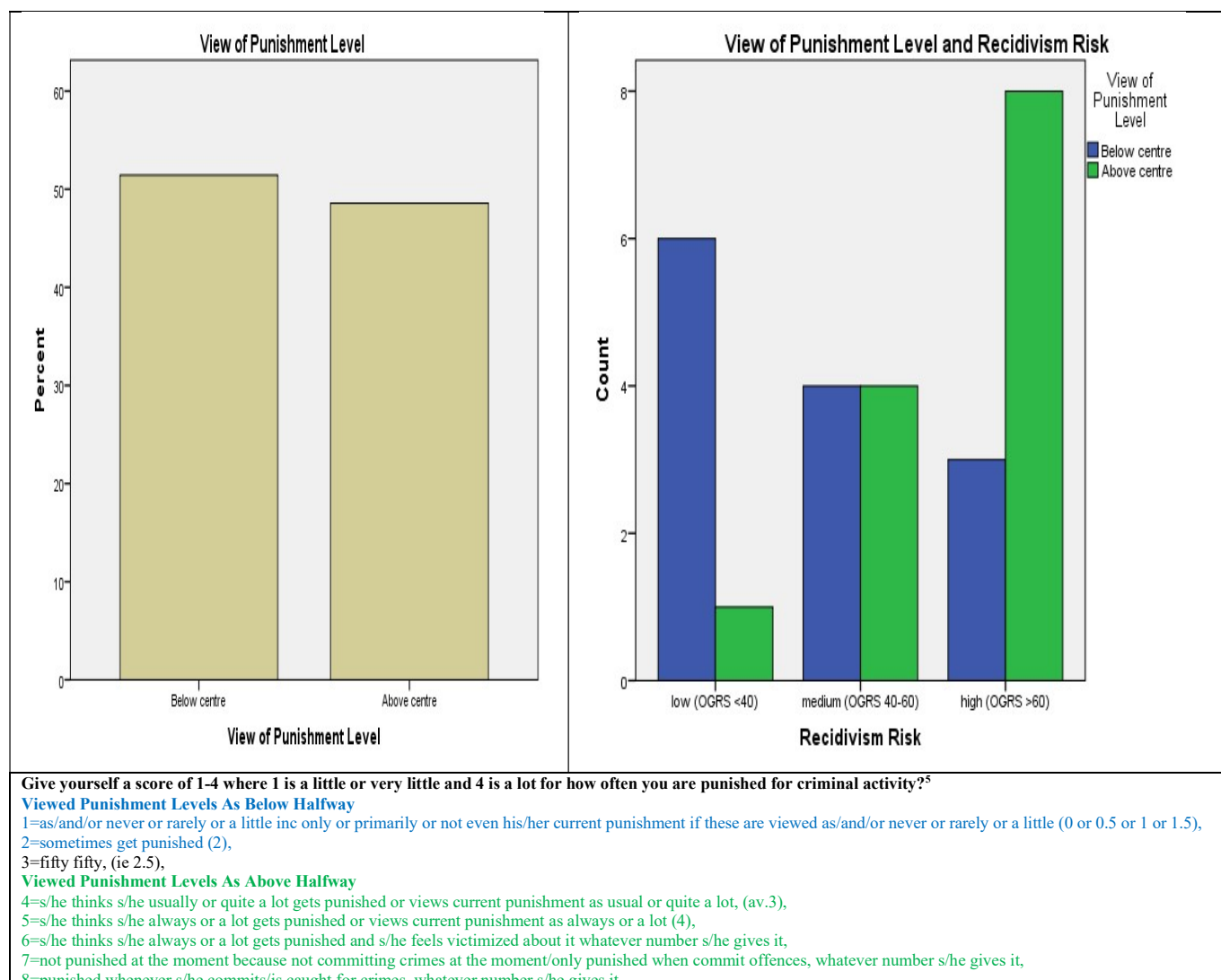


Fig. 11.1 View of Punishment Level and Recidivism Risk

Just as perceptions of high levels of punishment had appeared related to high recidivism risk, it also appeared related to high levels of offending problematisation⁶, with two thirds of those experiencing high levels of such problems having a high perceived level of punishment, as opposed to only a third having a low such perception⁷.

⁵ The cohort appeared to be divided almost completely equally between these two perceived levels of punishment, with only one participant located elsewhere, namely on halfway.

⁶ Namely causing problems for oneself by offending

⁷ Namely between 10 and 13 out of the 18 measures of offending problematisation in the table thereof

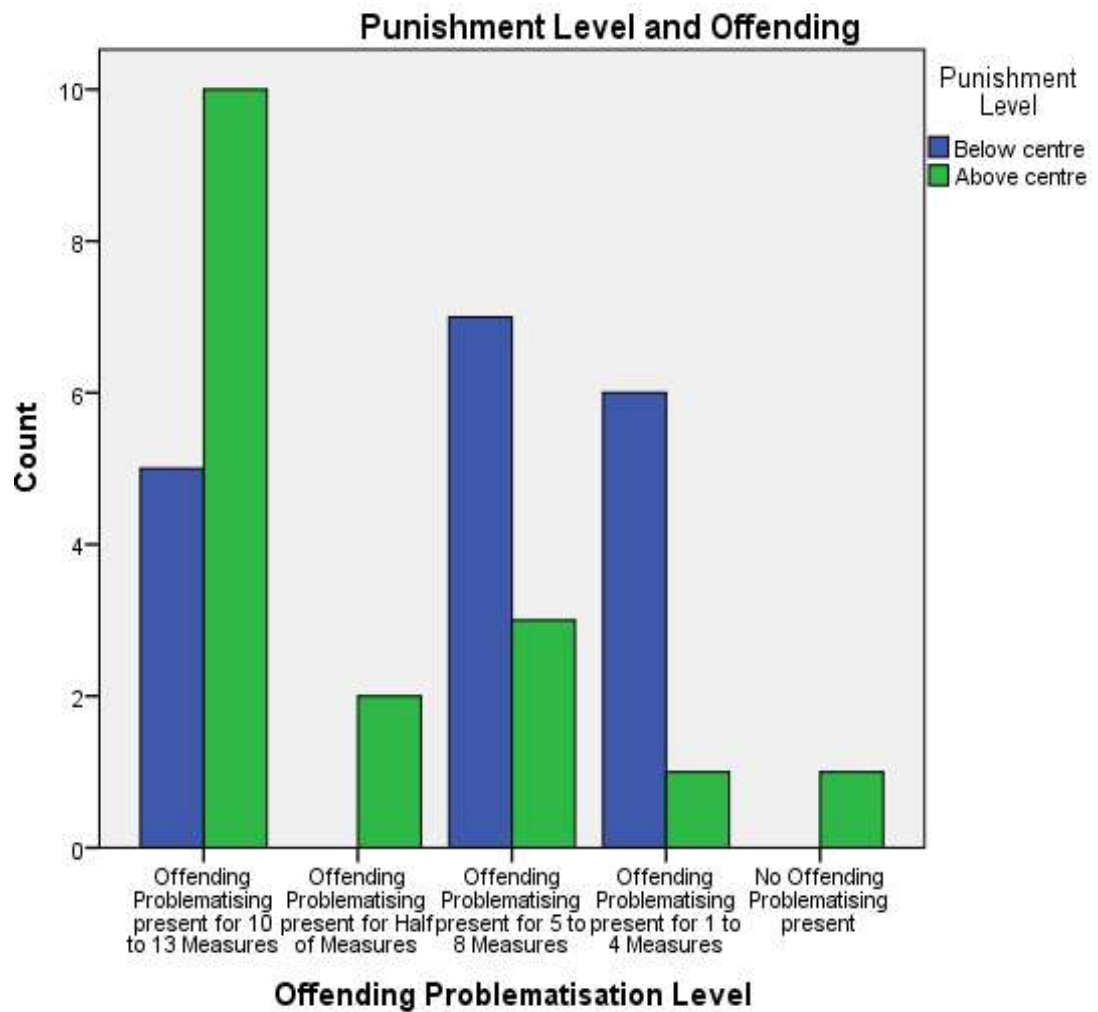


Fig. 11.2 Punishment Level and Offending

However, the term ‘punishment’ might be being used to describe a multitude of different interventions, some of which may not actually be punishing at all. One participant described ‘punishment’ as trying to help individuals improve their lives. In such ways, responding helpfully, but without giving that a punishment label or a punishing component, could perhaps seek such improvements, but without the apparent risks of ‘high punishment levels’. Indeed, only 13% of those who claimed punishment made them more likely to cooperate with society actually had a low risk of offending.

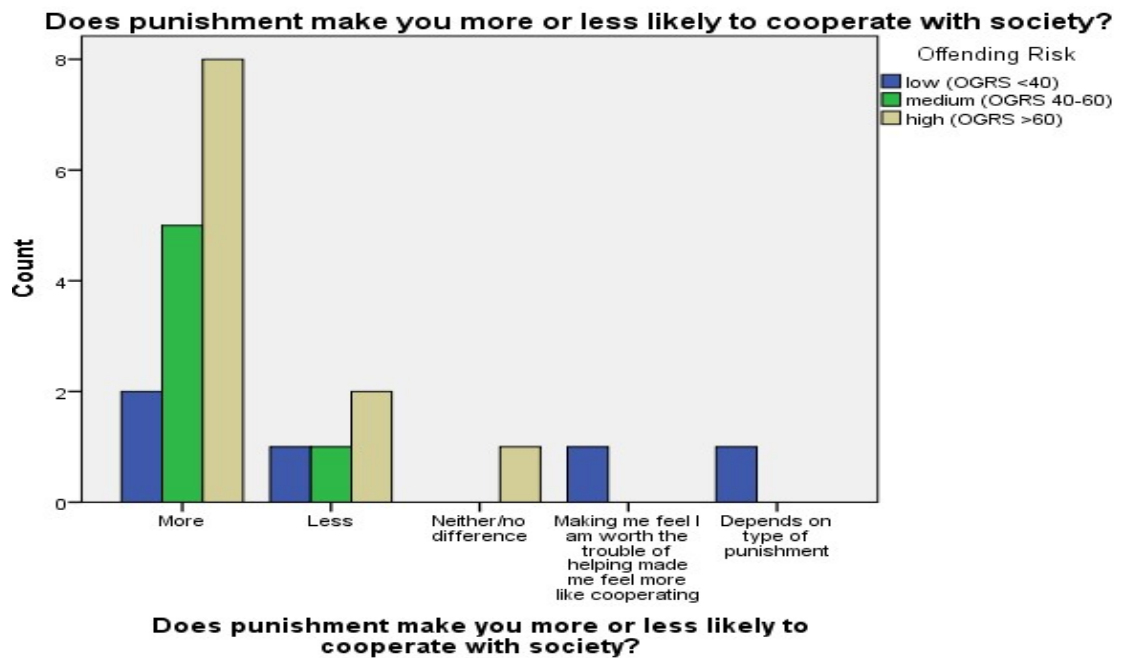
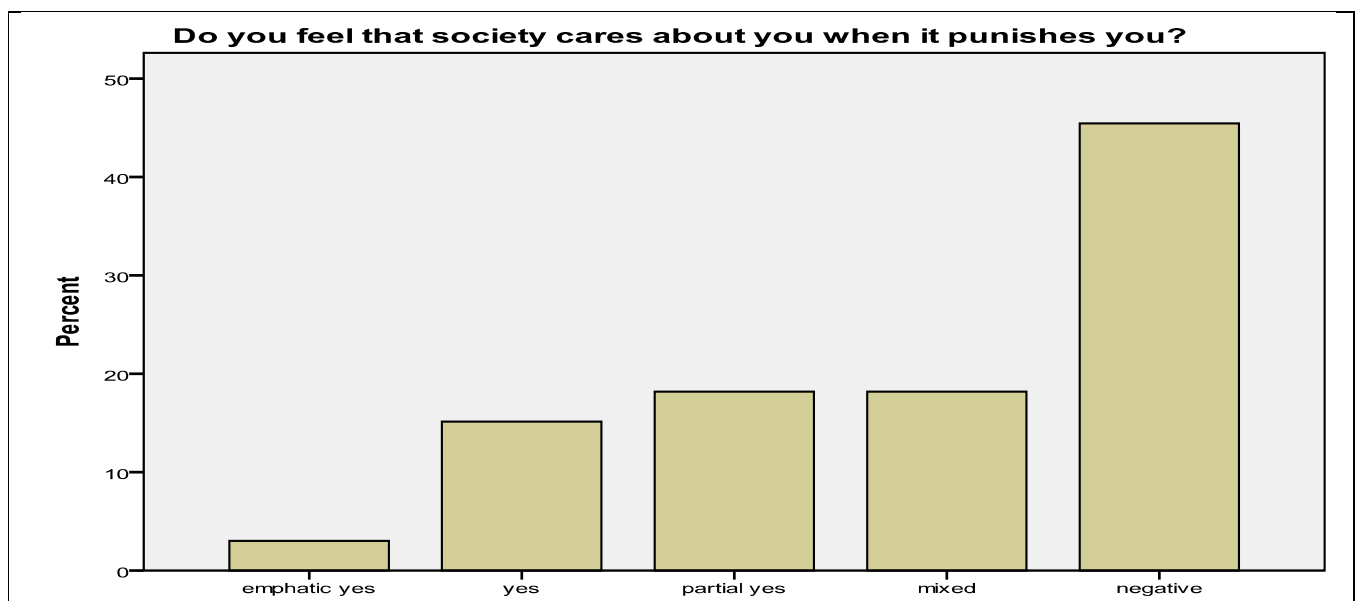


Fig. 11.3 Does punishment make you more or less likely to cooperate with society?

Furthermore, only 18% of participants unequivocally felt that they were cared about within punishment, with only one participant saying so emphatically⁸.



⁸ Participants were asked if they felt that society cared about them when it punished them

Emphatic yes	1
Yes	5
Partial yes	
The care part being that magistrates do understand people have problems and don't like punishing them.	1
The care part being demonstrated by not being sent to prison.	2
The care part being demonstrated by not being treated like you are subhuman.	1
Partial yes, understanding that society is making its statement of rights and wrongs.	2
Mixed	
Yes and no, mostly yes, there has to be punishment, but there must be rehabilitation too and I've been helped more than punished.	1
Yes and no, yes because you've got to learn/realize your mistakes/route in life but no because it puts you behind/blocks life.	2
Neutral/uncertain/mixed/variable/depends/kind of/some do some don't,	3
Negative in terms of caring	
Expression of hope but believes not.	1
Not always/not all the time.	2
If society is told the proper truth, yes, but if society doesn't know, which sometimes happens, then unfortunately I'm stuck.	1
No because didn't understand me and did what was in society's interest not my interest, which I can understand.	1
If you do something wrong you've got to be punished ain't ya.	1
You get punished for your own actions if you do wrong and it's nothing to do with society caring or not.	1
No/generally no.	7
I did feel a bit hard done by at the time, that's why I did re-offend I think.	1

Fig. 11.4 Do you feel that society cares about you when it punishes you?

Not only did punishment appear to risk this care, but it also appeared related to a lack of morality in adherence to rules. High perceived levels of punishment seemed linked to a self-centred guidance mechanism replacing morality, whether personalised or not, in terms of attitude to rules specifically⁹, though not in terms of the naming of offences.¹⁰ 10 times as many of these high punishment individuals were self-centred in terms of rules as took a moralising line, while 71% of those with low perceived levels of punishment demonstrated morality, whether personalised or not¹¹. Though this might again relate to the fact that those with a higher risk are likely to have been punished more, in this case because of a dearth of morality, it might also again suggest the cyclical nature of crime and punishment, in this case due to possible cyclicity between immorality and punishment.

⁹ See The Universal and Differing Moralities in Understanding Brutality section in Chapter 3

¹⁰ See The Universal and Differing Moralities in Understanding Brutality section in Chapter 3

¹¹ It needs to be noted that any association between high perceived levels of punishment and lack of morality may be as much about those lacking morality being punished more often and more severely, as high levels of punishment leading to a lack of morality, thus what is being argued is about a possible cyclical relationship, not necessarily a cause and effect relationship in either direction

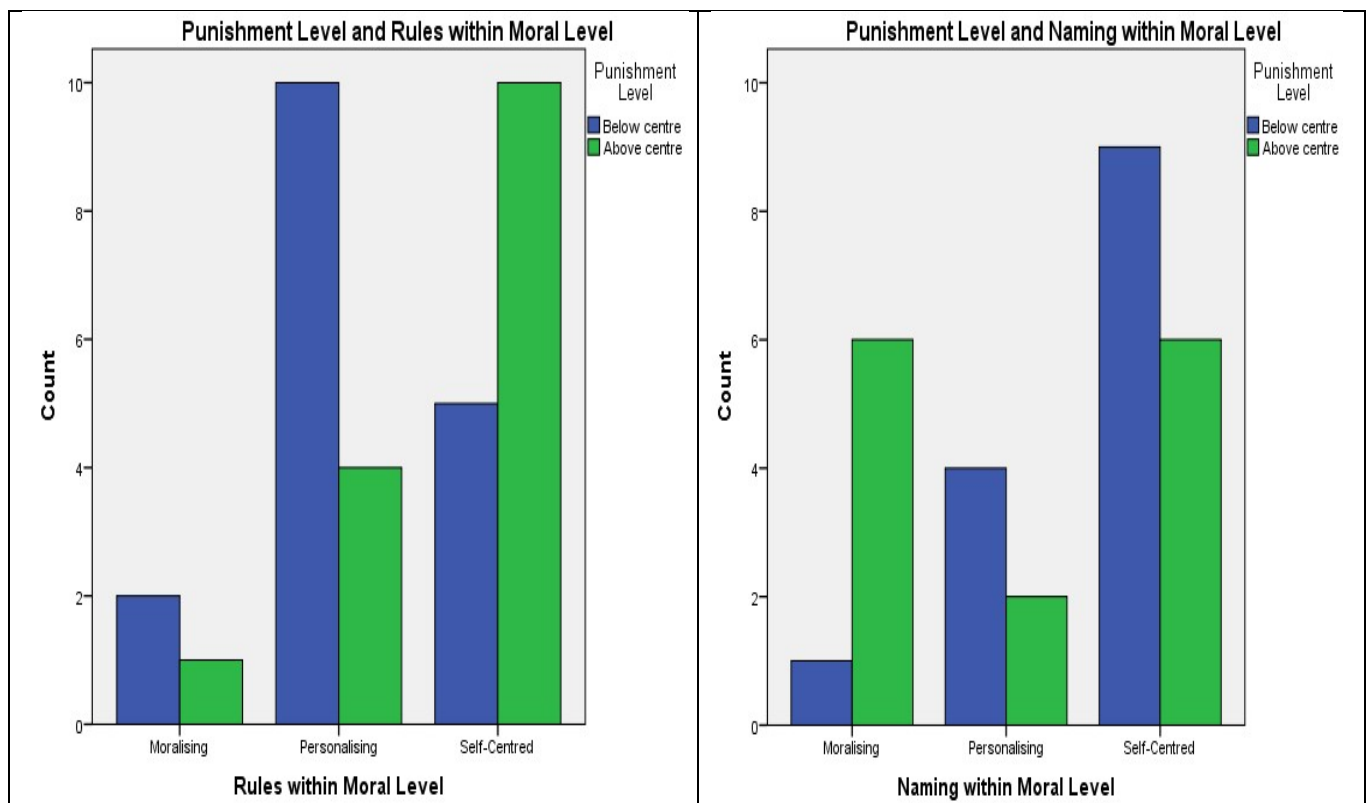


Fig. 11.5 Punishment Level and Rules within Moral Level

However, in terms of naming offences, 9 times as many low punishment individuals were self-centred in terms of naming offending as took a moralising line, while 6 times as many moralisers had a high perceived level of punishment as had a low such perception. This was the only morality grading where high punishment perception exceeded low such perception. The moral difference between **rules** on offending and **naming** offending could lie in the way that, whilst rule-breaking might be *selfishly* individualistic, rule naming might be *creatively* individualistic. In this way, discouraging *selfish* individualism perhaps should not come at the risk of damaging *creative* individualism, such as that which might lie within personal resistance agendas. If such agendas are punished, directly or indirectly, it could perhaps make punishment counter-productive to de-escalating harm, this time by stifling resistance to it.

Concerns over Stifling Resistance Agendas

The most ‘vibrant’ groups tend to be operating in resistance to the state, with the most vibrant of these being ironically told not to link with community safety groups because of their resistance agendas (Evans 2012¹²).

Tab. 11.2 Concerns over Stifling Resistance Agendas

93% of low punishment individuals either ‘personalised’ or were self-centred in their naming of offences, compared to only 57% of high punishment individuals. Moreover, more than twice as many low punishment individuals were prepared to self-represent in overtly self-centred ways with regard to naming offences, as opposed to feeling a need to justify the names they deployed with moral ‘personalisation’. Likewise, 5 times as many low punishment individuals creatively ‘personalised’ their moral relationship with rules, as took a strictly moralistic line in that regard, with twice as many ‘personalising’ their moral approach to rules, as opposed to being overtly self-centred in place of morality. It may be, therefore, important to be able to differentiate between those who genuinely feel a moral awareness, and those who are simply more skilled in representing themselves, perhaps leading to inequality in sentencing or inappropriate release on this basis, as well as possible failure to identify and de-escalate less obvious moral deficiencies.¹³ Transparent, verifiable honesty could aid this identification, while nurturing genuine moral awareness might be encouraged by taking a less punitive approach to it. Fear of punishment may only stifle the constructive activities of both

¹² Speaking at Powers, Liabilities and Expertise in Community Safety: Comparative Lessons from the UK and Republic of Ireland, one day research colloquium at the centre for crime, law and justice at Cardiff university, 2.11.12, URBIS.

¹³ Anecdotally, the author of this study was told by a friend, who had been convicted of sexual offences against children, that he had ‘learned what to say’ to get released as a result of his conversations with this author, which had served to highlight to him the unsustainable nature of his self-justification if he wished to be released. His attitudes had not changed, he had simply learned to hide them.

honesty and authentic debate, while perceptions of high levels of punishment also appeared related to diminished personal responsibility.¹⁴

In terms of expressions of punishment that are negative¹⁵, in that there is an absence of any degree of perception of care, the manner in which punishment specifically was cited as negative included saying that it impedes individuals and puts them behind in life or that it might not be seen as representing the truth as the offender sees it, thus conveying a sense of powerlessness and injustice, or that things happen in society's interest, albeit understandably, but not in the interests of the offender, or that they feel misunderstood or hard done by¹⁶.

These experiences of punishment may encourage a sense in offenders of being victimised by society, which might lead individuals, who are subjected to punishment, to resent society. 29% of participants gave a positive 'yes' to being resentful, with a further 11% giving a mixed response that left the way clear for resentment within a range of responses. These groups, alongside the individuals that gave only a partial 'no' to the existence of resentment when punished, constituted the approximate half of offenders who might feel at least some degree of resentment at being punished.¹⁷

¹⁴ See these three columns in the Personal Responsibility In Interventions table

¹⁵ See the elements in the 'Do you feel that society cares about you when it punishes you?' table coloured pink above in fig 11.4

¹⁶ See the elements in the 'Do you feel that society cares about you when it punishes you?' table coloured pink above in fig 11.4

¹⁷ 'Does being punished make you resent society?' in Punishment Consequences Column in Personal Responsibility In Interventions table

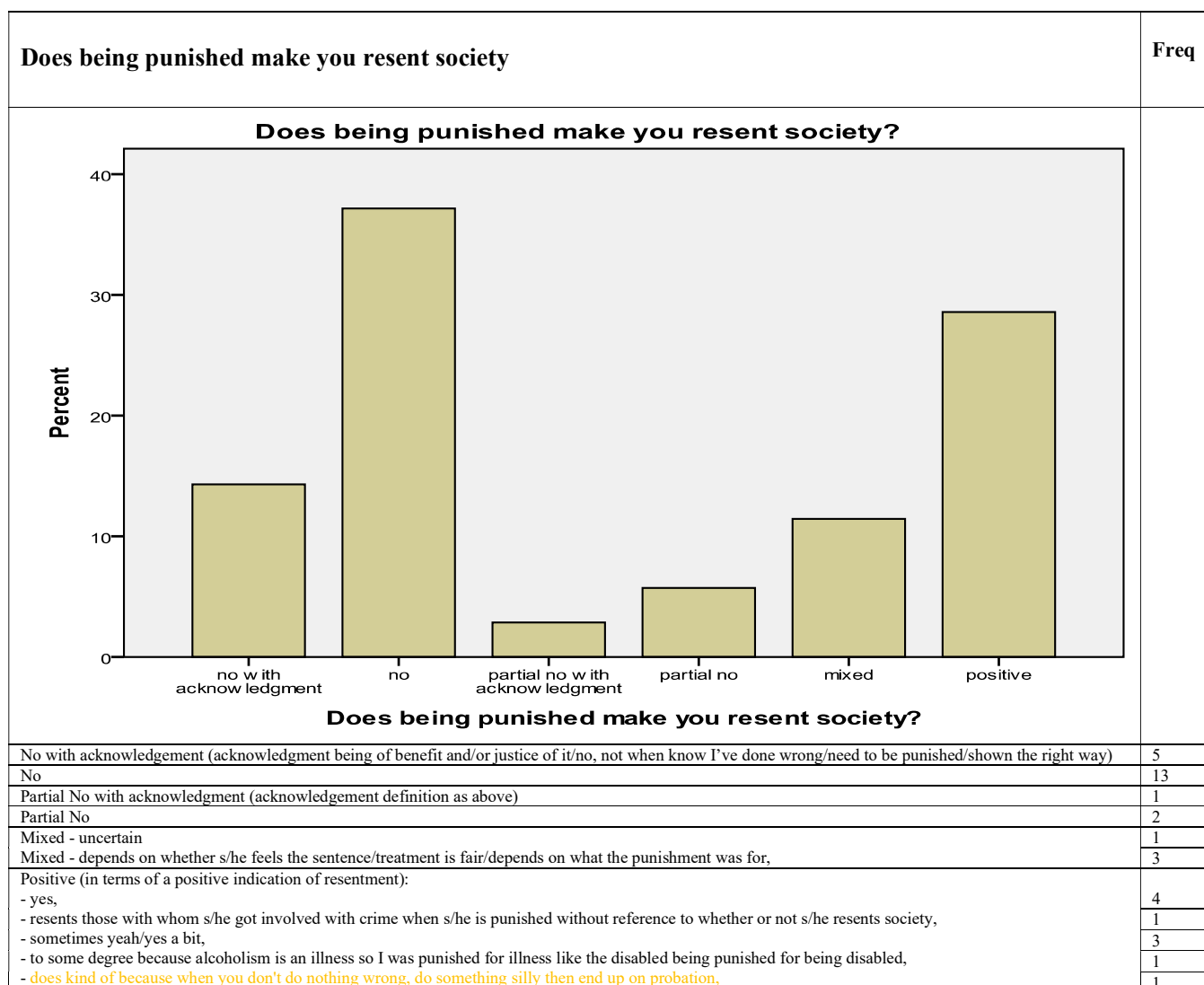


Fig. 11.6 Does being punished make you resent society?

Only 16% of participants were both unequivocal about not being resentful and also [acknowledged the legitimacy of punishment¹⁸](#), while, in terms of resentment and care, all but 2 of the participants who gave the [positive 'yes' to being resentful¹⁹](#) when punished also gave the negative 'no' to being cared about as part of that punishment.²⁰

¹⁸ [Shown blue on the chart below](#)

¹⁹ [Shown red on the chart below](#)

²⁰ When levels of resentment in punishment were compared with the level of care that was felt in punishment

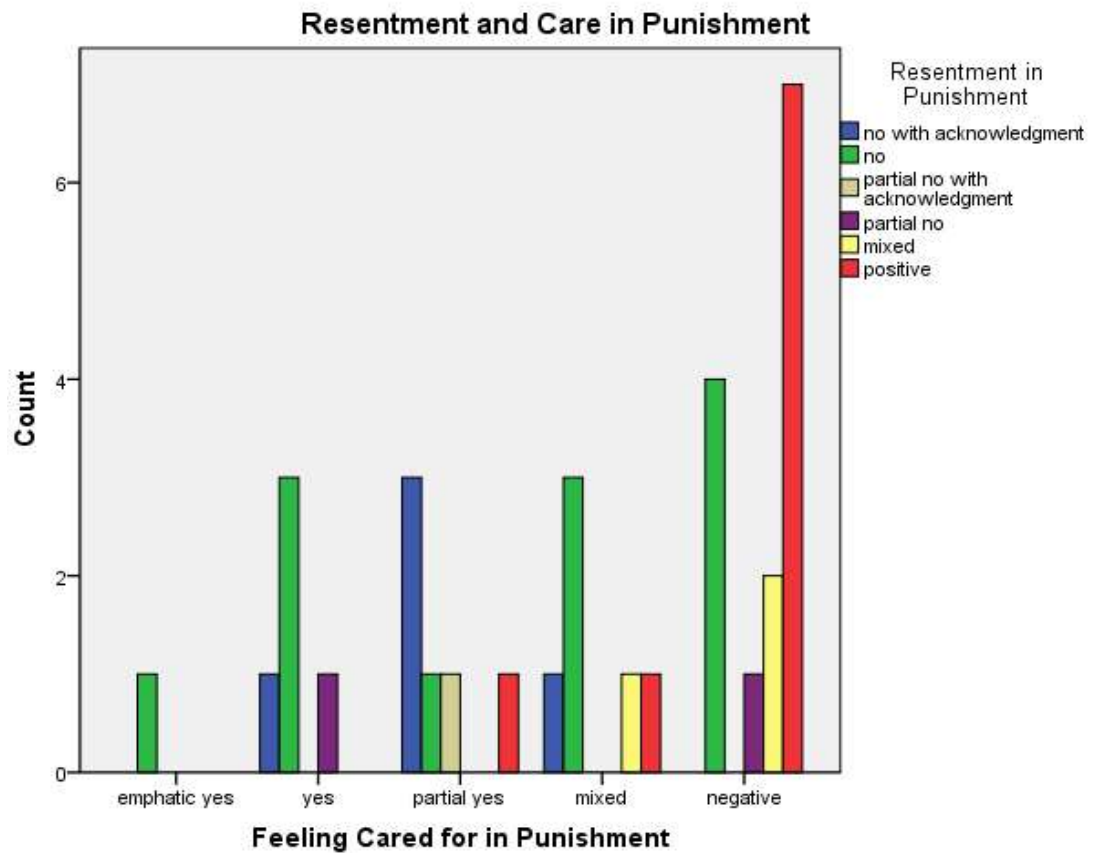


Fig. 11.7 Resentment and Care in Punishment

However, when offenders were overtly asked whether they felt they were society's victims when they were punished, 61% said 'no' to at least some degree.²¹ Of these, only 2 specifically took responsibility for the situation by saying 'no, *because* if you do something wrong you have to expect and accept punishment/*I put myself there* and it's for me to deal with it'.

Another participant, who also said he did not feel that he was society's victim, appeared to be saying this as an act of defiance against society *successfully* making him its

²¹ 'Do you feel like you are society's victim when you are punished?' in Punishment Consequences Column in Personal Responsibility In Interventions table

‘victim’, saying ‘no I don't feel like I'm *beaten*’*. For him, being victimised would not make one a victim, but *succumbing* to that victimisation would. This sense that dealing with society is a battle to be survived, if one is not to become its victim, may be an unhelpful consequence of punishment.

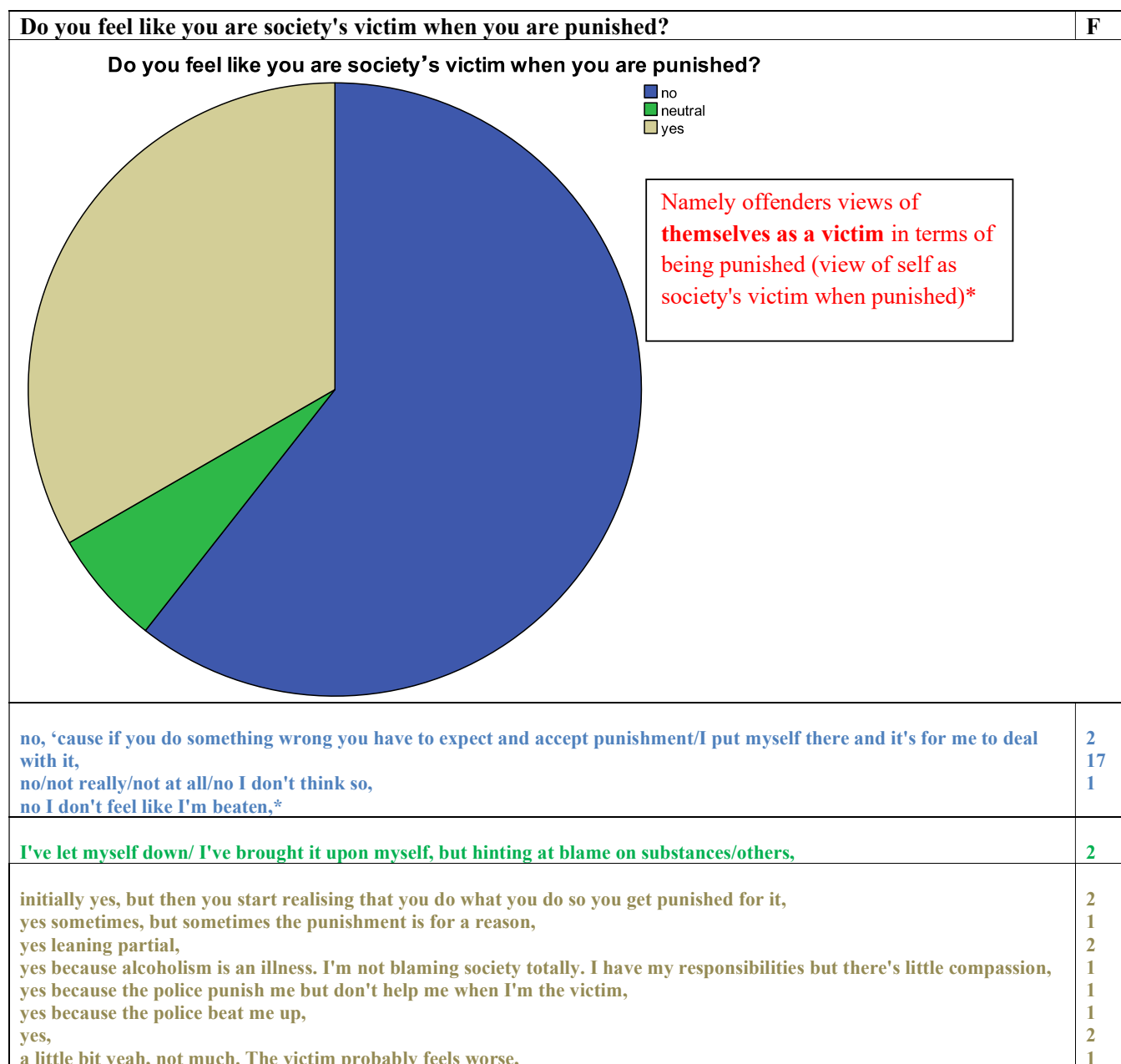


Fig. 11.8 Do you feel like you are society's victim when you are punished?

In terms of the 6% of respondents who might be described as neutral in terms of victimisation, they spoke of personal responsibility insofar as they said ‘I’ve let myself down/I’ve brought it upon myself’, but, at the same time, they also implied that blame actually lay with substances/other people. Accepting personal responsibility may be crucial, especially with only 14% of participants speaking of feeling sorry **only** for the victim and **not** for themselves.²²

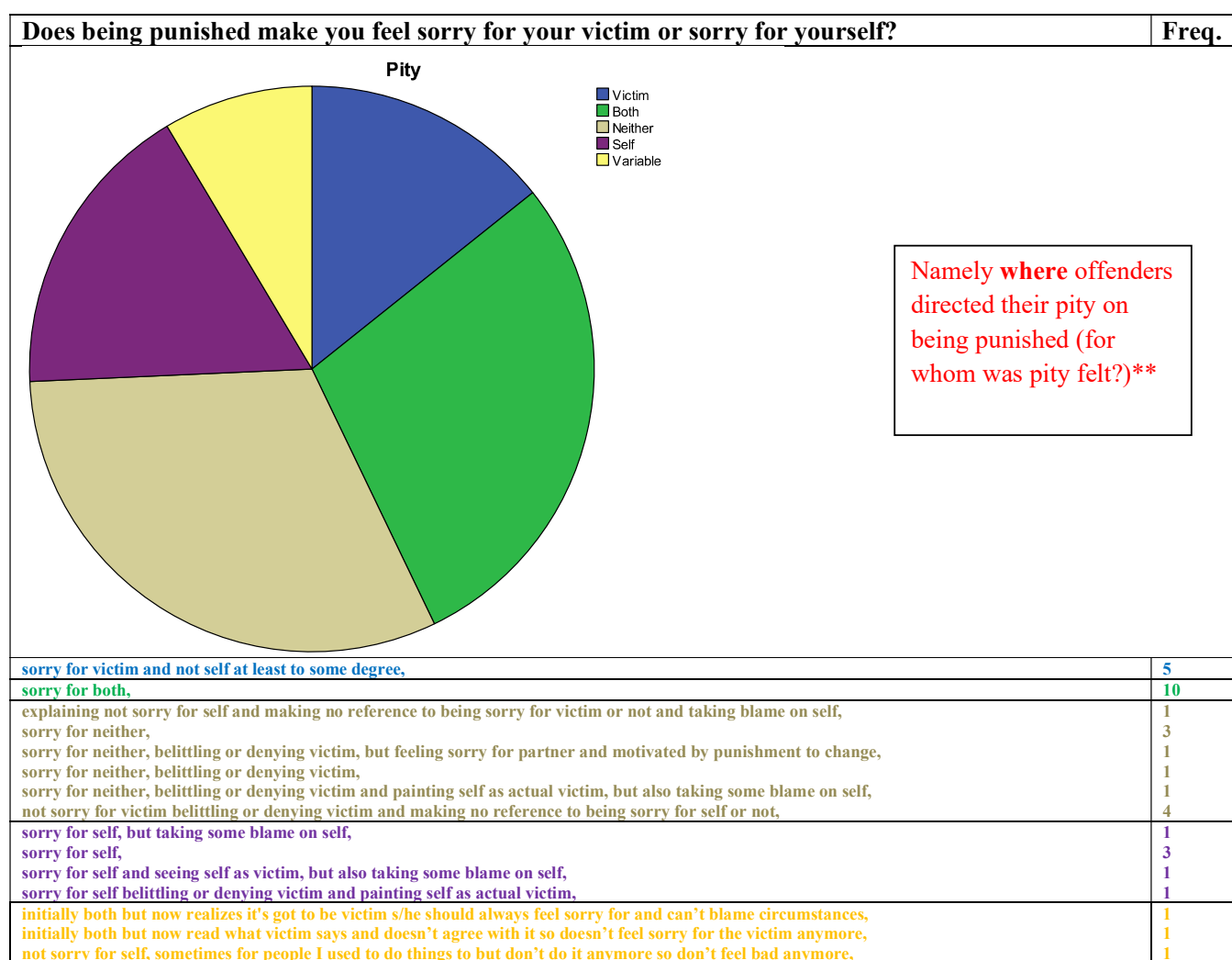


Fig. 11.9 Does being punished make you feel sorry for your victim or sorry for yourself?

²² ‘Does being punished make you feel sorry for your victim or sorry for yourself?’ and ‘why?’ in Punishment Consequences Column in Personal Responsibility In Interventions table

However, when offenders' views of themselves as a victim, in terms of being punished*, were compared with where they directed their pity on being punished**, 80% of those who did not claim they felt pity for either themselves or their victims also reported not feeling victimised by punishment. This could suggest that being cut off from feelings for one's own suffering in one's own situation may be related to feeling cut off from feelings for others too.



Fig. 11.10 Pity and feeling self to be the victim

Therefore, it may be that any personal responsibility should perhaps be tempered with compassion, if it is not to represent a risk in its own right, while punishment may be incompatible with this compassion.

The Risk of and to Personal Responsibility

Every participant displayed at least some degree of personal responsibility within the interventions to which they were currently subject, including around half doing so

across all three categories, namely desistance, sentencing efficacy and consequences of the punishment they were receiving. Having said that, however, only 11% took personal responsibility in more than 7 of the 16 measures used and 57% either did not include at least one of the 3 categories or only took personal responsibility for less than 5 measures or both.

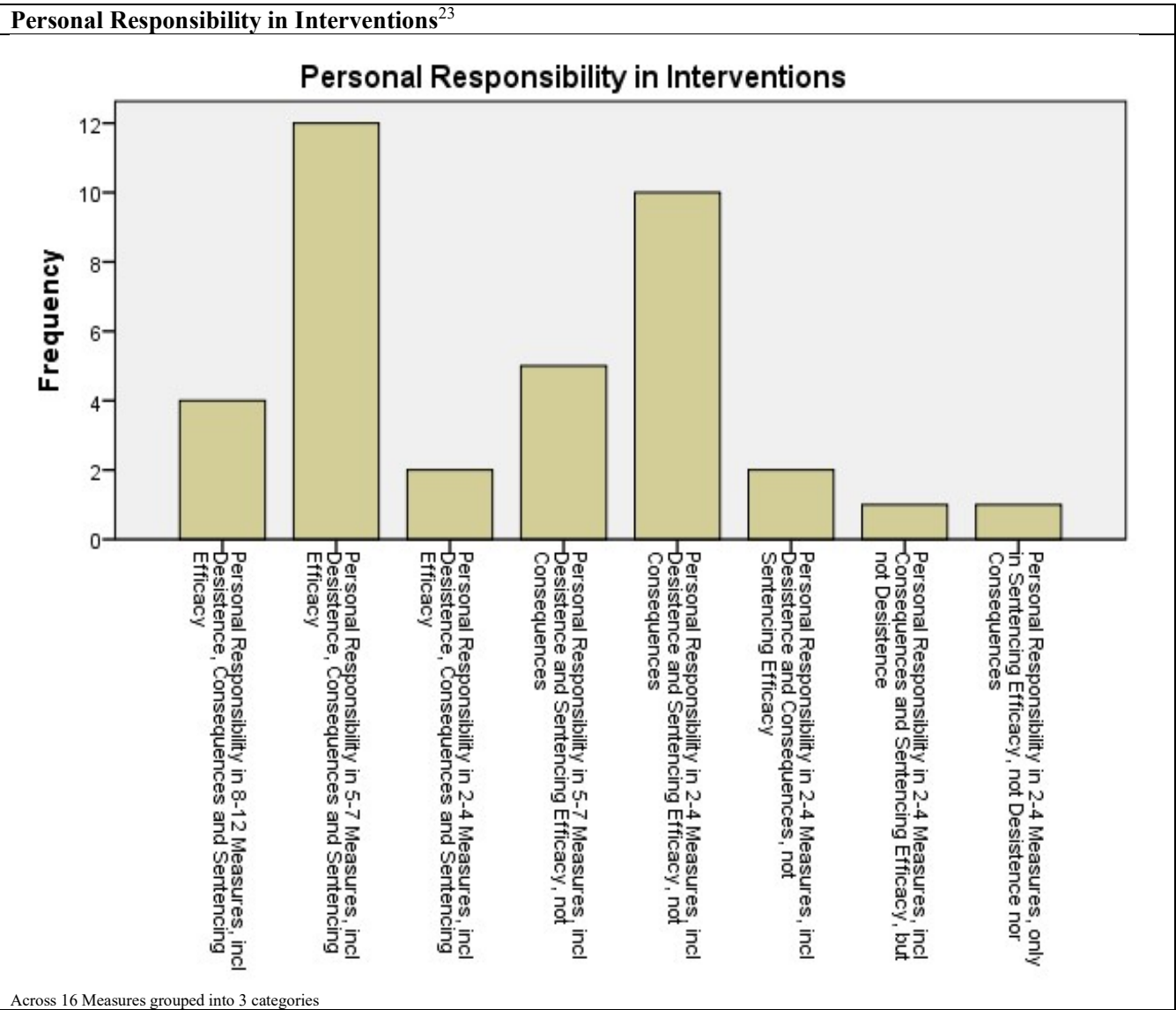


Fig. 11.11 Personal Responsibility in Interventions

²³ See composition in the table outlining Personal Responsibility In Interventions earlier in this section

Taking personal responsibility within official interventions across all 3 categories, appeared to be related to taking action, whether positive, as illustrated by participation in work, or negative, as illustrated by being at high offending risk. In this respect, twice as many of those with a high offending risk took personal responsibility across all 3 categories as did not do so and 60% of those who were not working to any degree did not take personal responsibility across all 3 categories. Thus, personal responsibility, if not usefully channelled, might represent a risk to de-brutalisation, perhaps emphasising the importance of providing opportunities to take positive action to advance life, alongside taking personal responsibility to do so.

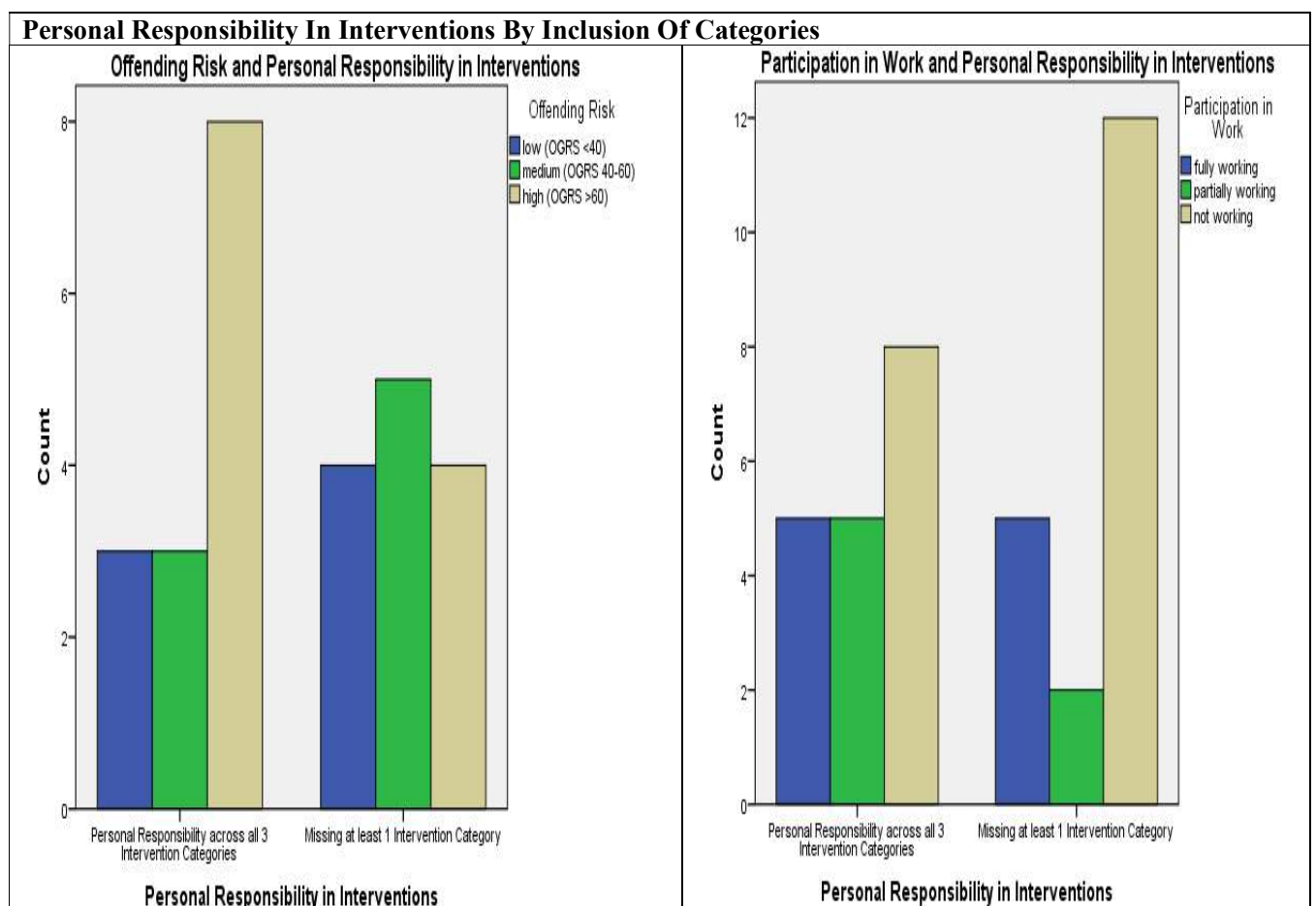


Fig. 11.12 Personal Responsibility In Interventions By Inclusion Of Categories

When personal responsibility in interventions was considered by the number of measures in which personal responsibility was expressed, whilst low offending risk behaved in the same way across both ways of examining personal responsibility levels²⁴, as did work participation at all levels, conversely medium and high offending risk behaved markedly differently.

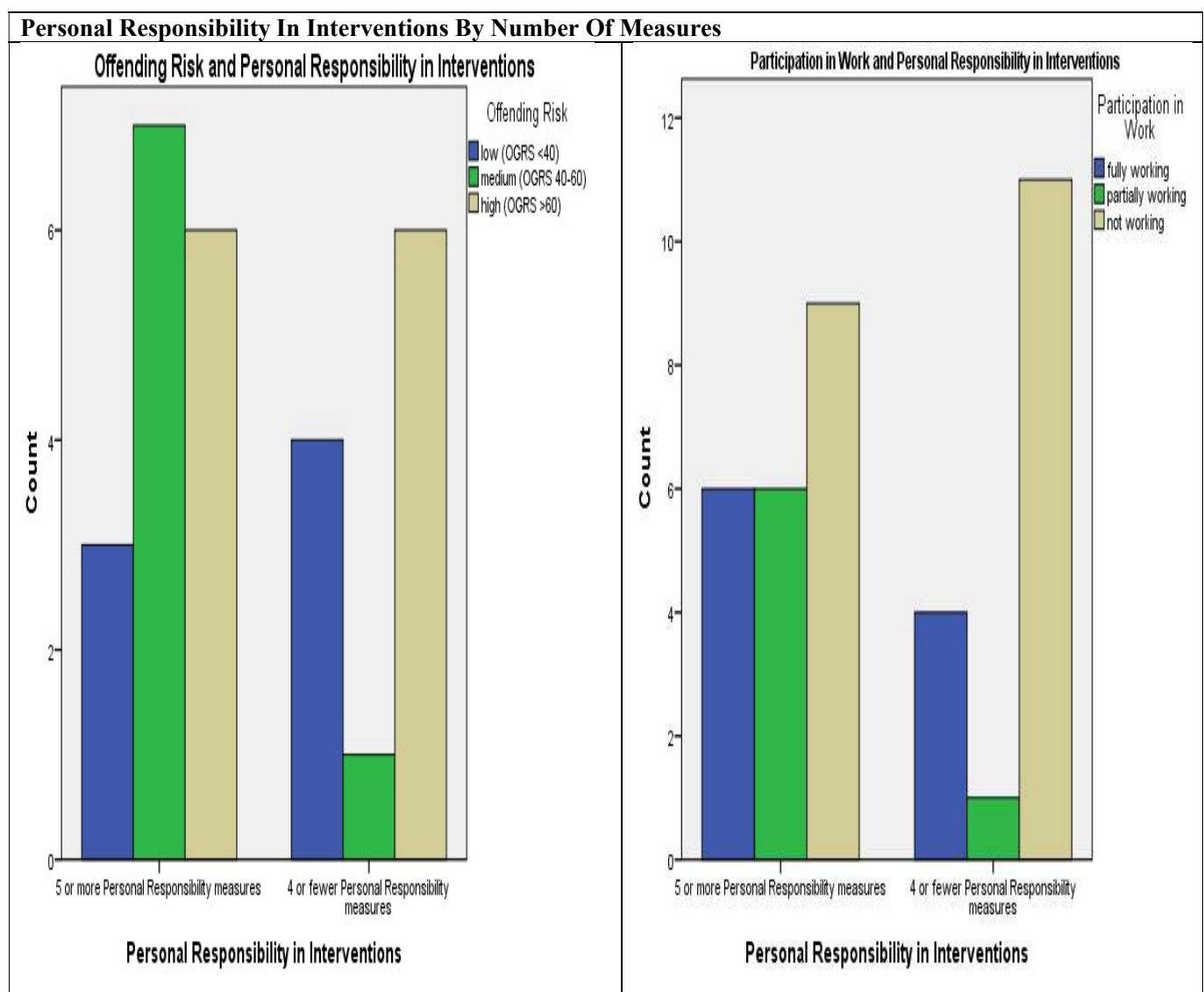


Fig. 11.13 Personal Responsibility In Interventions By Number Of Measures

²⁴ Namely number of categories as in fig 11.12 and number of measures as in fig 11.13

High offending risk had appeared to be most associated with personal responsibility across the full *breadth* of all 3 categories of intervention interaction, but it was medium such risk that appeared to be associated with a greater *number* of expressions of personal responsibility. 88% of those with a medium offending risk expressed personal responsibility within interventions on 5 or more occasions, compared to only half of those with a high such risk and less than half of those with a low such risk. This large number of expressions of personal responsibility could represent a depth in that responsibility. It may be, therefore, that nurturing depth of understanding of personal responsibility, might reduce the chances of personal responsibility being deployed in antisocial ways from high to medium. The majority of those taking personal responsibility across the three categories of desistance, consequences and sentencing efficacy²⁵ had a below centre perception of punishment, whilst the majority of those missing at least one of these categories had a high such perception.

Looking at this in more detail, where personal responsibility was evidenced in all of desistance, consequences *and* sentencing efficacy, 90% of participants with perceptions of low levels of punishment demonstrated between 5 and 7 measures of personal responsibility, whilst fewer *or* more of such measures *both* appeared related to perceptions of high levels of punishment. This might suggest that personal responsibility could be most associated with perceptions of low levels of punishment where that responsibility is shared, rather than predominantly placed upon either individuals or authorities.

²⁵ See these three columns in the Personal Responsibility In Interventions table

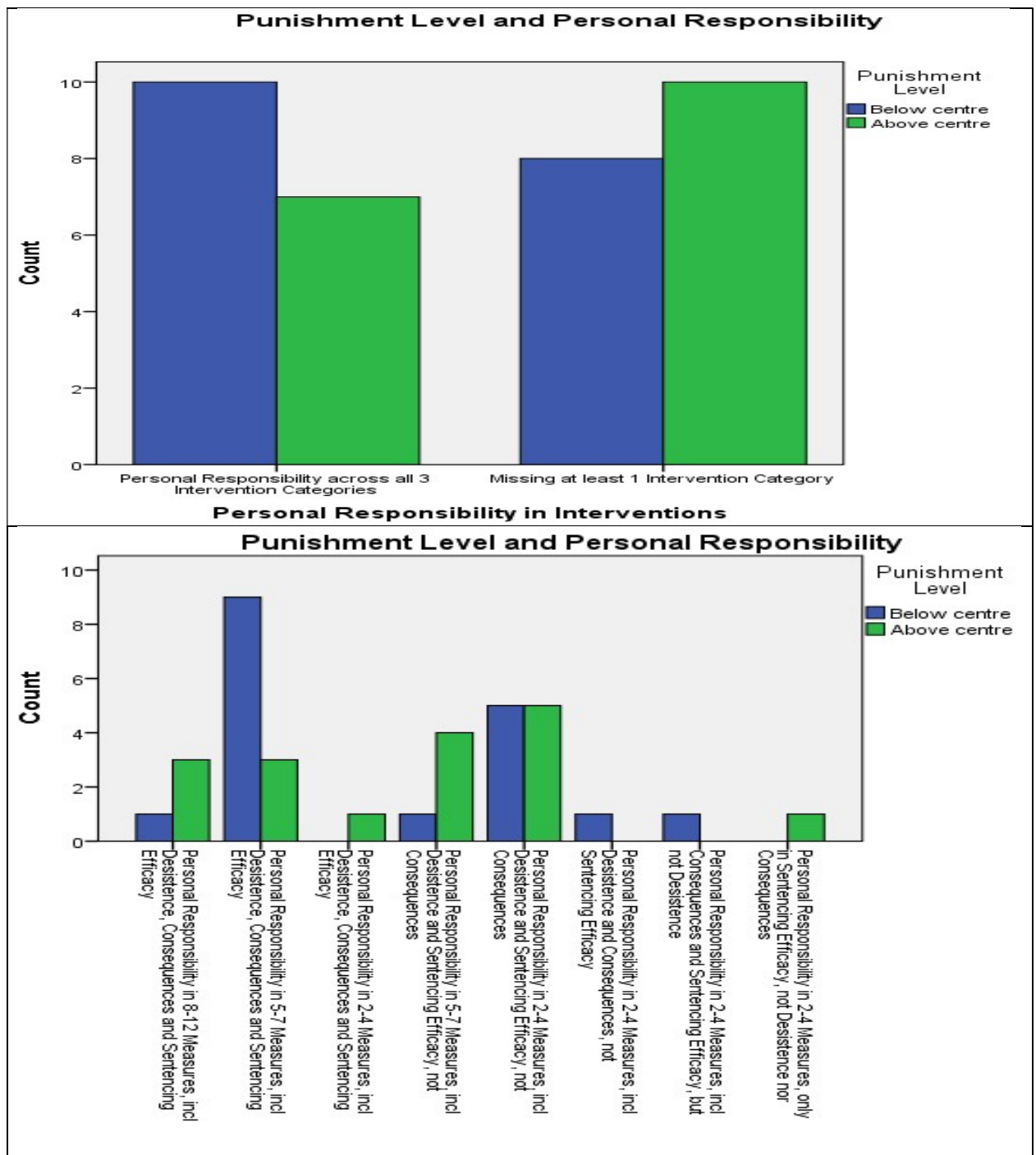


Fig. 11.14 Punishment Level and Personal Responsibility

This role for shared responsibility in decreased perceptions of severity of punishment may endorse notions of replacing an imposed punishment with a shared response to

target offending, and other brutalities, in ways that involve the party responsible for the offending, or brutality, in sharing the responsibility for creating a solution to it. Feeling involved and responsible, rather than victimised by punishment, might facilitate improved outcomes. Indeed, 74% of those participants who explained how they did feel in control of their own rehabilitation did so in ways that suggested some sense of personal responsibility within this process, whilst perceptions of punishment as severe had appeared to be associated with an increased chance of feeling as though one is society's victim or resenting society.

How (not) participants control their own rehabilitation under the current system	Freq
Those who said they do not have control, answered: (No I don't have control because.....)	
1=because it's their call what I have to do/whatever the judge give me I have to do,	3
2=because I'm under a court order, if I mess it up I go straight to prison,	1
3=because it's nothing to do with me,	1
The remainder of the participants, answered: (Yes I do have control because.....)	
4=don't know,	1
5=probation has been a pointless unhelpful formality with no consequences if I fail the regular drug testing on DOR,	1
6=because I want to be rehabilitated this time, nothing works if you don't want it to,	1
7=because I am changing my lifestyle and avoiding the pub,	1
8=because I have choice over what I do and/or whether to stop offending and/or whether to attend probation,	5
9=because I can make the most of it to take this chance to think things through,	1
10=because I did everything for myself and the system and probation were no help at all,	1
11=because I am being trusted not to commit offences,	1
12=because I need to put myself into the work that probation is doing to help and support me,	1
13=because I am not tagged,	1
14=because I've succeeded this time,	1
15=because probation instead of jail gives you a last chance to choose to go the right way,	1
16=because I use the skills learned at probation when I am away from probation,	1
17=because I'm the one that's got to do it because it's me and it will be me sent to prison if I don't,	1
18=because I want to be rehabilitated and probation helps me and teaches me, whereas prison would be unpleasant and dangerous,	1
19=because probation and courses is just something I do, someone to come and talk to but I've not got much to talk about,	1
20=because I don't want to offend anymore and coming to probation to talk also helps,	1
21=because I choose to come here and choose to engage because I'd rather than be sent to jail if I don't,	1
22=because you have to tell probation officer if you need help and this time probation hasn't been conducted as well as other times,	1

*Blue indicates taking personal responsibility

Tab. 11.3 How (not) participants control their own rehabilitation

Furthermore, 66% of participants had thought they **did** have control, with an additional participant thinking ‘once you get out of prison you do’²⁶ However, only 16% actually **wanted** full control, with an additional participant thinking he would ‘if I could still access the support and resources of probation’, but 22% believed that this full control

²⁶ See ‘Under the current system, with a court imposing a sentence on you and probation services managing you through that sentence, **do you think you have control** over your rehabilitation?’ in Sentencing Efficacy Column in Personal Responsibility In Interventions table earlier in this section

risked compromising justice.²⁷

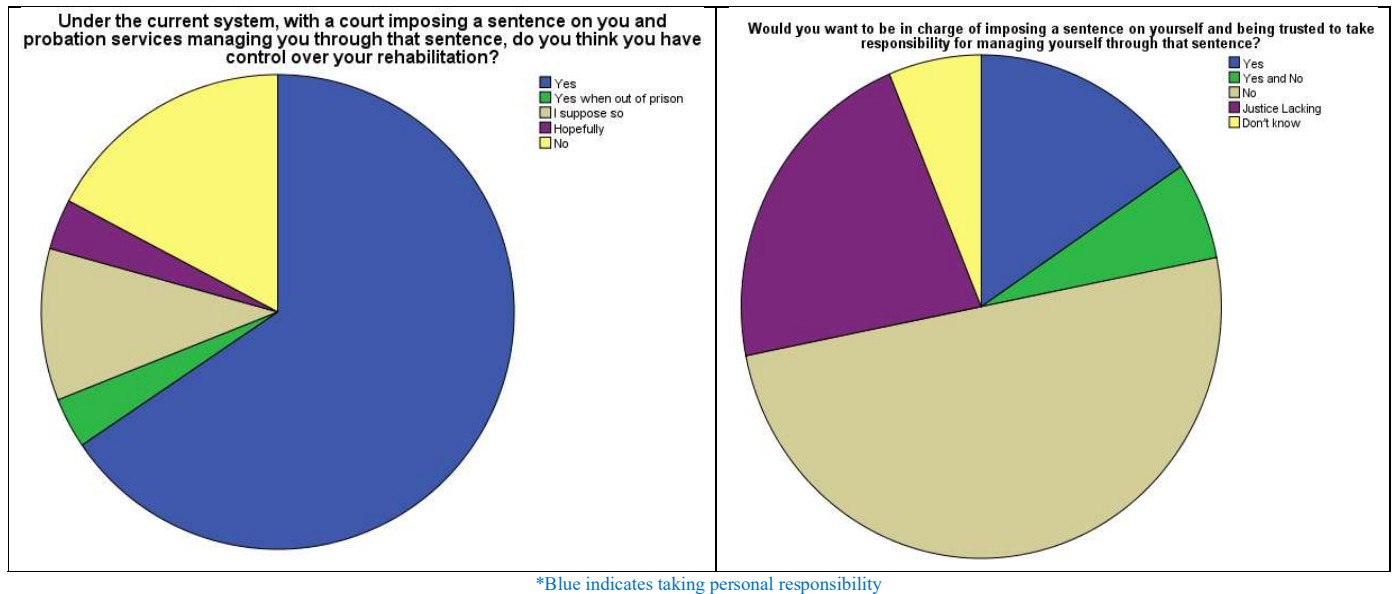


Fig. 11.15 Do you think you have control over your rehabilitation?

It was thought that, though it would be ‘nice’ to have *full* control themselves, including because ‘I wouldn’t have been so harsh on myself’ or ‘better me than somebody else’, it would not be workable on some level, including because ‘I would have been too harsh on myself’ or ‘I’d be too nice to myself’ or because ‘I wouldn’t want to punish myself’. However, *some* control in the process might be valuable, especially when combined with the participant suggested ‘access (to) the support and resources of probation’ that seems to align with the researcher’s notions of authorities as the resources for individuals.

The Risk of Lack or Irresponsible Control of One's Life

Around half of participants did not want, or were not able, to take **personal responsibility for suggesting a sentence²⁸ for themselves²⁹**. However, *not* playing at

²⁷ See ‘**Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?**’ in Sentencing Efficacy Column in Personal Responsibility In Interventions table earlier in this section

least some part in doing so may only perpetuate any antipathy towards, or incapacity for, personally responsible control of one's life. In this respect, when it came to work, around a third of **non-workers** and a quarter of **work neutral** individuals had shortcomings in personally responsible control of their lives in terms of work, as opposed to none of those participants that seemed to be reliably **'workers'**³⁰.

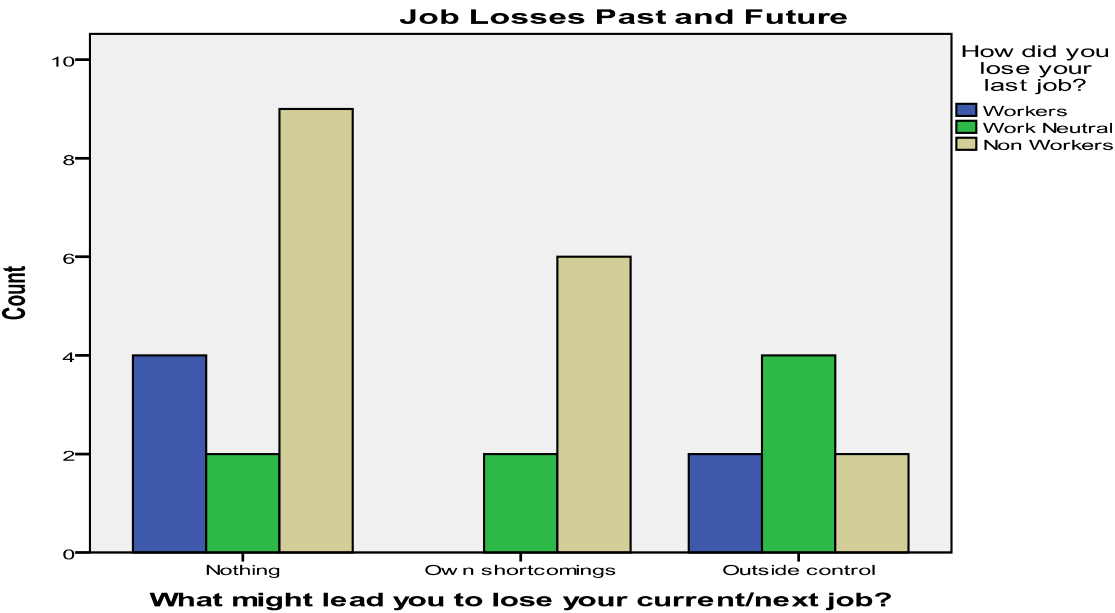


Fig. 11.16 Job Losses Past and Future

Furthermore, two thirds of **workers** thought they were in control of their lives, to the extent that nothing would prevent their ongoing or future working, as opposed to only around half of **non-workers** and a quarter of **work neutral** individuals that felt that control. Having said that, however, the fact that even this many **non-workers** thought nothing would stop them working, while they were in fact exercising that control by being disposed not to work suggested a sense of life control unaccompanied by any

²⁸ See 'If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?' in Sentencing Efficacy Column in Personal Responsibility In Interventions table

²⁹ See purple headed table on the next page

³⁰ Namely wanting to retain work by reference to past track record on losing work

responsibility, especially when taken alongside the fact that around 1-in-9 of them thought the only thing which could lead them to lose a job was something outside their control³¹, even as they deployed their control by being antipathetic to work. In contrast, **workers**, when they thought that only something outside their control would stop them working, were deploying that control by being disposed to work.

All of the reasoning that **non-workers*** gave for losing their last jobs appeared potentially related to control and, specifically, control **un**accompanied by any sense of personal responsibility for contributing effort to social and personal functioning.

Non-Workers
<i>*The reasoning that these non-workers gave for losing their last jobs were 1) took control of surrendering work, such as by quitting, 'jacked it in', walking out, moving away or 'I always leave jobs', and/or they 2) took inappropriate control within work, such as by 'not turning up', poor attendance or arguing with the manager, and/or they 3) took control of not working at all, such as by giving up work, never going back to work, 'never' working, not re-training when no longer able to do previous work or 'been on the sick so long' he could not even remember his last job (in this respect it is important to note that he did not say he was sick, only that he was 'on the sick'), and/or they 4) did not want <u>to</u> work or <u>that</u> work, such as because they had 'had enough', the job 'wasn't for me', s/he was not enjoying the job, 'I didn't want to have to get up' in the morning, work 'didn't work out', 'I didn't like the hours', 'didn't want' to do the job or 'I wasn't happy' with the job, and decided to take control of avoiding these undesirables by not working at all or giving up that specific work, and/or they 5) took control of their environments in the best way they could in difficult situations, such as by leaving work because of circumstances with 'my ex' or to qualify for legal aid.</i>

Tab. 11.4 Non-Workers

In this way, it may be that having a diminished capacity to maintain working participation might be associated with a need to feel in control without feeling any obligation for personal responsibility.³² Failing to tie control to personal responsibility, whether in terms of work, such as linking the payment of benefits to some responsible form of participation like work, or in terms of harming conduct, such as linking release from sanctions to progress in harm, might simply risk the persistence of irresponsible control.

³¹ See table outlining 'What might lead you to lose your current/next job?'
³² That is not to say that those who were characterised as non-workers, in terms of their attitude to maintaining work, were not in some instances actually working, for the moment at least, though how long they might remain at any current job might be in doubt given their track record

***If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?**

1=same/similar sentence as s/he's been given or endorses correctness of sentence s/he's been given, **x10 participants**
 2=don't know or can't specify, **x6 participants**
 3=I'd impose that I'd do work, but not unpaid because I won't do unpaid work, *****
 4=a suspended sentence,
 5=prison,** **x4 participants**
 6=tagging order,
 7=I would prefer prison as it is a lot easier and over more quickly than probation but probation is more effective than prison, ***
 8=prison was a waste of money and time ****, community service better as I'd be giving something back,*****
 9=community services to keep me occupied***** and probation as long as the probation officers took the time to spend plenty of time with me,*****
 10=noncustodial probation with courses and refresher courses to see where I had gone wrong, *****
 *11=no sentence because I didn't do anything wrong,
 12=restrictions on shopping, such as a ban or having to be accompanied, *****
 13=something to make me wake up to the need for change and to take responsibility, my driving ban helped with that,*****
 14=get a job or get sent to prison if I didn't,**
 15=courses to talk things through and a chance to talk to someone who will help me look at myself, *****
 *16=I wouldn't have given me anger management, the system is just against the likes of me, while others who have done worse get much easier sentences than me and sentencing just depends on what illegal activity the judge has been up to the night before,

*Blue indicates taking personal responsibility to make a suggestion on sentencing

Tab. 11.5 If you were the judge imposing a sentence on you

This might be as likely to be true for intervening institutions as for private individuals.

In this regard, **two participants*** had a deeply personal sense of injustice and cynicism with the system of justice. Any system which claims control to intervene in lives must surely be fully responsible for answering to all those whose lives it affects. This might be particularly pertinent where an intervention, or record thereof, might affect an individual's working life.

How did you lose your last job?

Workers

1=haven't lost a job,
 2=I've always worked/am always working,
 3=evasive over losing work/having used to have a business but says he can do lots of things and he always has work he can do,

Neutral

4=lost my business,
 5=it was only a temporary job,
 6=made redundant,
 7=went to prison,
 8=drink driving,

Non-workers

9=I quit when I don't enjoy them/have had enough of them/ job wasn't for me,
 10=sacked for drinking and driving and also for **not turning up** for work lots of times because of substance abuse,
 11=sacked for **not turning up** because of substance abuse,

12=I walked out , stopped working, because of substance abuse and didn't want to have to get up to go to work,
13= never worked ,
14=couldn't continue with job because moved away ,
15=I quit (that was the grocery delivery job),
16=was attacked so was unable to continue his trade so is going to have to learn something new, but not doing so ,
17= gave up work when I got pregnant and I never went back ,
18=just didn't work out ,
19=sacked for poor attendance, not turning up , also a lot of gaps in employment,
20=I jacked it in because I was going through custody of my boy and I couldn't afford solicitors so I jacked it to get legal aid ,
21=I argued with the manager ,
22=I quit because I didn't like the hours , but I found a better job,
23=I only worked to get extra money, I always leave jobs , varying reasons inc moving, my ex, didn't want to do job, wasn't happy with job, not enjoying job ,
24=can't remember his last job as been on the sick for so long,

Tab. 11.6 How did you lose your last job?

In this, **workers**³³ and **non-workers**³⁴ appeared equally at risk, with one of each citing intervention records* as reasons they might lose their next job in a manner outside their control. Additionally, one of each also thought they would only lose their job if that job were to go altogether**, which would again be outside their control.

One **worker and one **non-worker** said their criminal record/discovery of their criminal record/discovery of the nature of their offence would be the only way they might lose their job.*

***One **worker** and one **non-worker** said ‘it would be quite difficult’ to lose his job, but if ‘my’ company/employer went under/suffered a catastrophe, then ‘I wouldn't have a job’.*

Tab. 11.7 Worker and Non-Worker Comments

Workers and **non-workers** also appeared equivalent with regard to having the largest number of their members believing **nothing** would lead them to lose their next job. It was **work neutral** individuals, who had lost their last jobs for reasons unrelated to being pro or anti maintaining work, that had the largest number of its members believing something **outside their control** would lead to them losing their next job. They cited the general state of the economy, being dependent on what happens when they appear in

³³ **Classified in terms of how they described losing their last job in the table above**

³⁴ **Classified in terms of how they described losing their last job in the table above**

court and ‘don’t know’. Thus, it appeared to be the work neutral individuals who seemed to feel least in control of their lives, as opposed to workers and non-workers who took control, either by way of working or surrendering work.³⁵

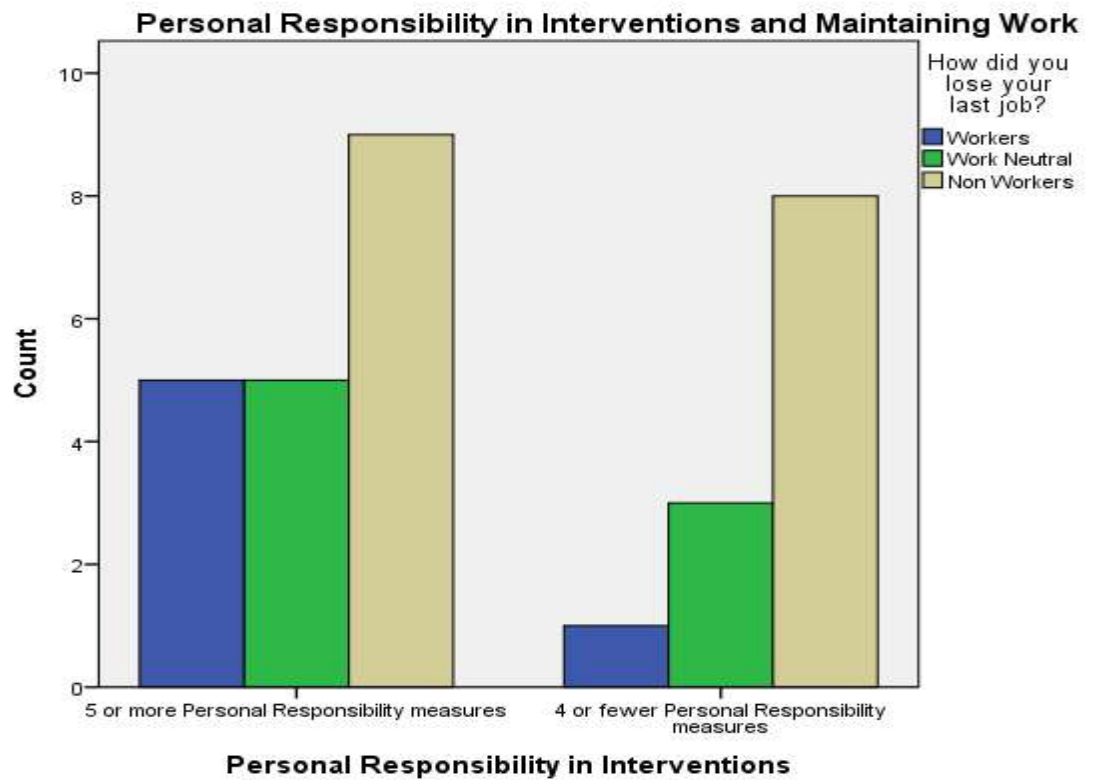


Fig. 11.17 Personal Responsibility in Interventions and Maintaining Work

The risk of taking control by surrendering work³⁶ might emphasise the risk to society of control without responsibility, for societies surely cannot function effectively if their members do not take responsibility for working participation. Taking that responsibility for working participation appeared related to also taking responsibility within interventions too. 83% of **workers** took personal responsibility across at least 5

³⁵ See ‘Non-Workers’ box on page 16 above

³⁶ See ‘Non-Workers’ box on page 16 above

measures of personal responsibility within interventions³⁷, a far larger proportion than of work neutral or non-worker groupings. This potentially endorses the suggestion that release from interventions should perhaps be linked to progress in taking responsibility³⁸ and that intrusive interventions might be less appropriate for those who work.

The Risk of Not Anachronizing Crime

Without working participation, crime would seem to present an alternative lifestyle, means of acquisition and use for time. This situation needs to be anachronized if society is not to continue to be at risk of being brutalised by criminality, whatever that criminality is called. Indeed, participants cited a variety of interventions to change their lives away from this criminality.**

**Participant Suggestions for Interventions to Anachronize Crime
<p><i>In terms of deploying prison to anachronize crime, some participants saw it as effective**, others as a waste of time and money*** or as being preferable to probation solely because it is easier to undertake than probation and over more quickly than probation, despite being less effective than probation***.</i></p> <p><i>Participants wanted courses 'to see where I had gone wrong'**** and probation officers who 'took the time to spend plenty of time with me'***** and 'to talk things through' and 'a chance to talk to someone who will help me look at myself'*****. They wanted 'something to make me wake up to the need for change' and make me 'take responsibility, my driving ban helped with that'*****. They saw community service as 'better as I'd be giving something back'*****. Conversely, one participant said 'I won't do unpaid work' and wanted to be paid for working as part of his sentence*****, while another said he wanted 'community services to keep me occupied'***** and yet another suggested being sentenced to some restrictions on her shopping, such as a ban or having to be accompanied***** while shopping.</i></p> <p>Taken from the 'If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?' grid in the previous section</p>

Tab. 11.8 Participant Suggestions for Interventions to Anachronize Crime

³⁷ See table outlining Personal Responsibility In Interventions
³⁸ See the discussion of Progress-Tariffing in Re-Booting Constructive Activity in Chapter 3

67%³⁹ said unequivocally that they thought of sentencing itself as an opportunity for them to change their lives, including 19%⁴⁰ saying so emphatically⁴¹. However, those who gave an *unembellished* ‘yes’⁴² to this might be failing to take responsibility for delivering on it, since only 8% of them had a low risk of reoffending.

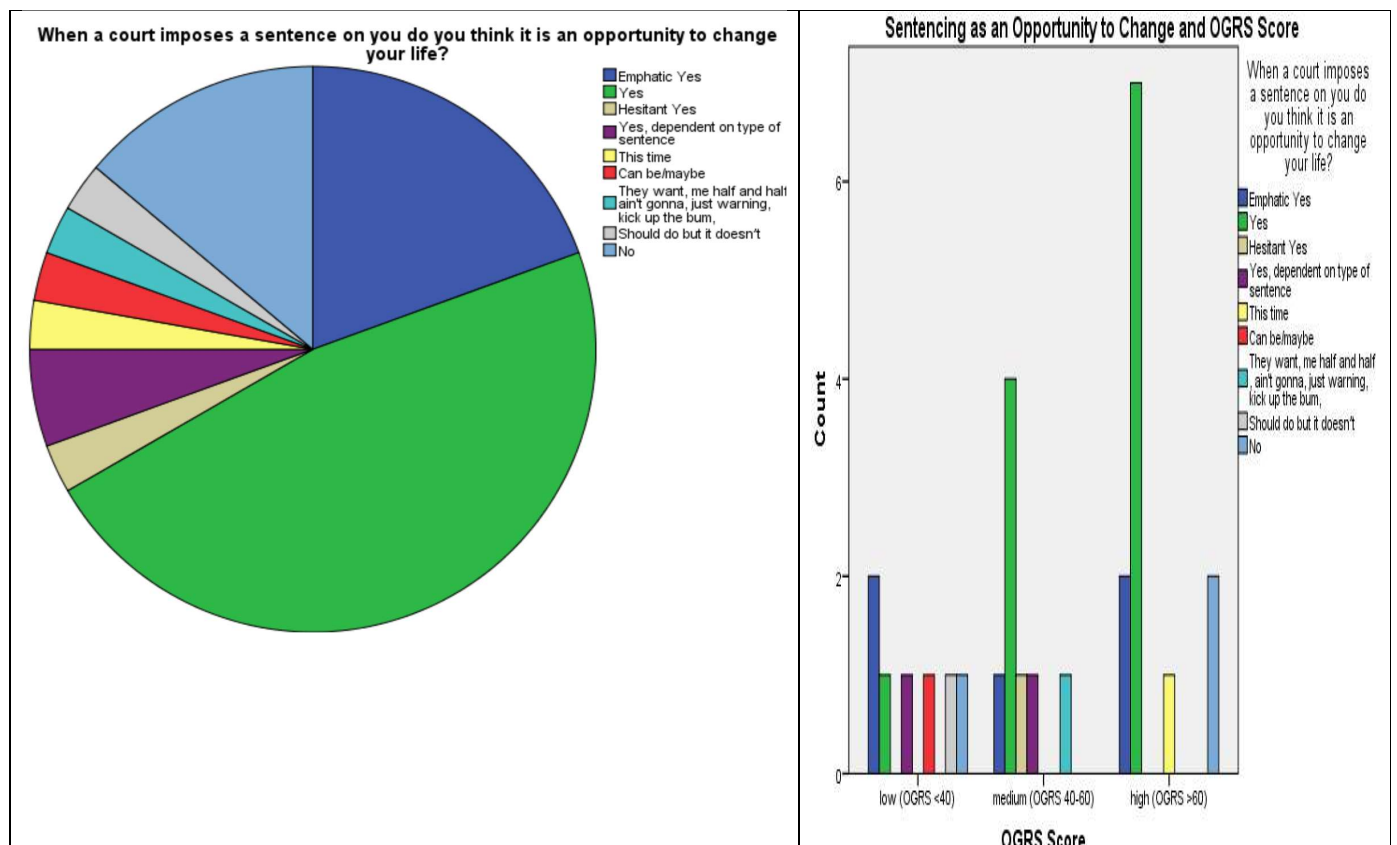


Fig. 11.18 Sentencing as an Opportunity to Change and OGRS Score

Furthermore, 75% of those with a high risk of reoffending claimed either that this sentence ‘this time’ or their sentences more generally, whether emphatically or not,

³⁹ Green and blue in the charts below

⁴⁰ Blue in the charts below

⁴¹ Namely those who said ‘yes’ or gave an ‘emphatic yes’ to the question; ‘When a court imposes a sentence on you do you think it is an opportunity to change your life?’ in Sentencing Efficacy Column in Personal Responsibility In Interventions table earlier in this section

⁴² Green in the charts below

were the opportunity to change, despite being at high risk of reoffending. This might be potentially reflective of 'some of the unrealism which is among the cognitive deficits noted' by Raynor in persistent offenders (Raynor 1:2019).

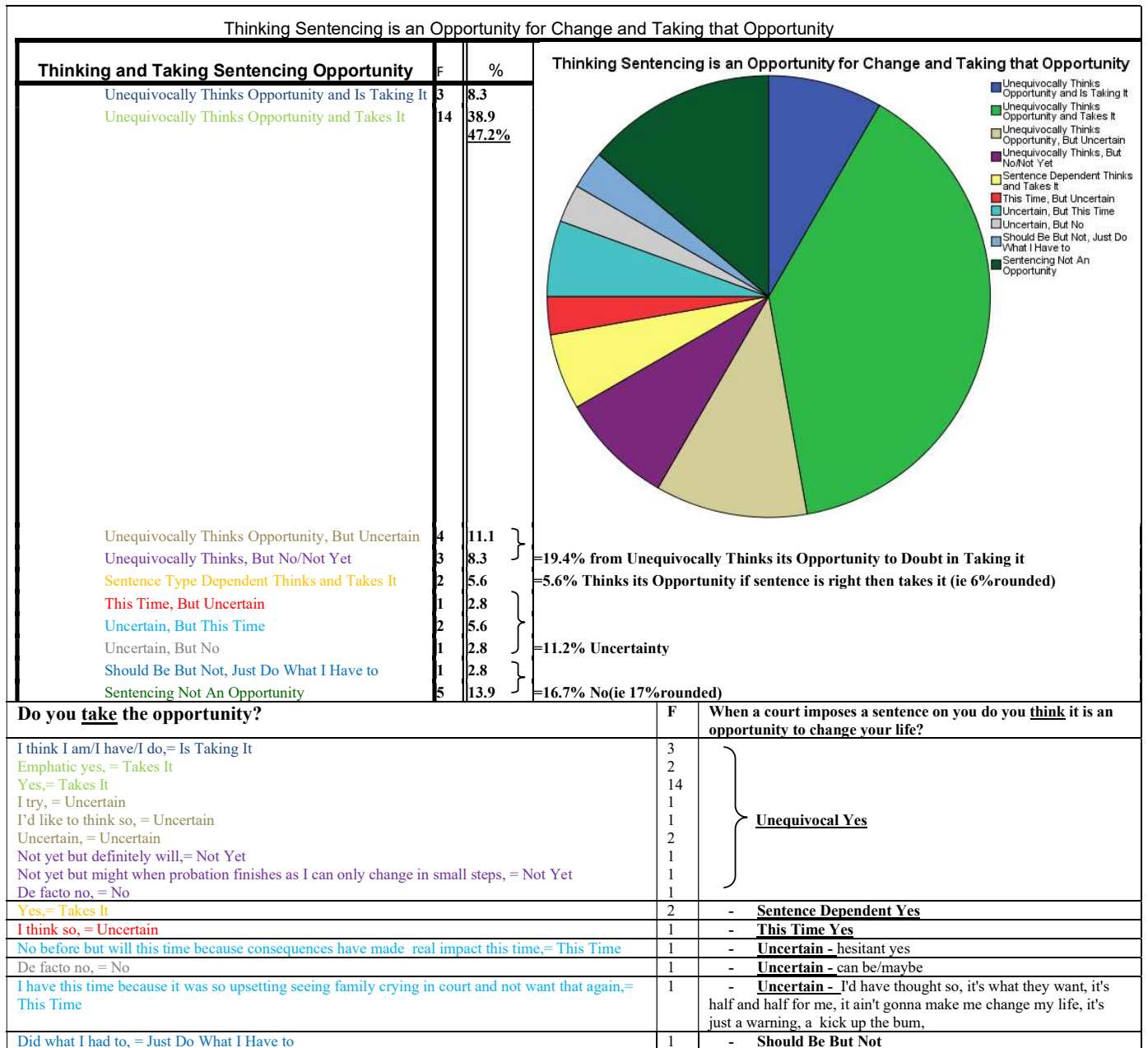


Fig. 11.19 Thinking Sentencing is an Opportunity for Change and Taking that Opportunity

If the sentencing process is not intrinsically effective then it might be considered intrinsically *defective* and could be tolerating continuous offending by being a finite hoop through which to jump without necessarily having achieved any reduction of risk.

Indeed, many of those who had said unequivocally they *thought* of sentencing as an opportunity to change their lives were more equivocal about actually *taking* that opportunity.⁴³ Less than half of participants claimed unequivocally to be *both* thinking of sentencing as an opportunity for change *and* unequivocally taking that opportunity.

19% of participants, having thought that sentencing was an opportunity, raised doubts over whether they would actually take that opportunity and 17% did not appear to even think that sentencing was an opportunity.

Though, in terms of the pertinence of the *type* of sentence only 6% of participants referred to the relevance of this, 90% actually felt, in at least some way, that sentencing itself *did* trigger changes in them⁴⁴, with only 10% saying ‘no’ it did not trigger changes. 77% were unequivocal in this, including 13% saying so emphatically, while 1 participant did say it depended upon the sentence, another said sentencing ‘must’ trigger changes and 2 said ‘sometimes’ sentencing triggered changes.

⁴³ When all those who claimed they thought sentencing was an opportunity to change were asked if they *take* that opportunity

⁴⁴ When participants were then asked whether sentencing *actually* triggers any changes

Does sentencing trigger any changes?

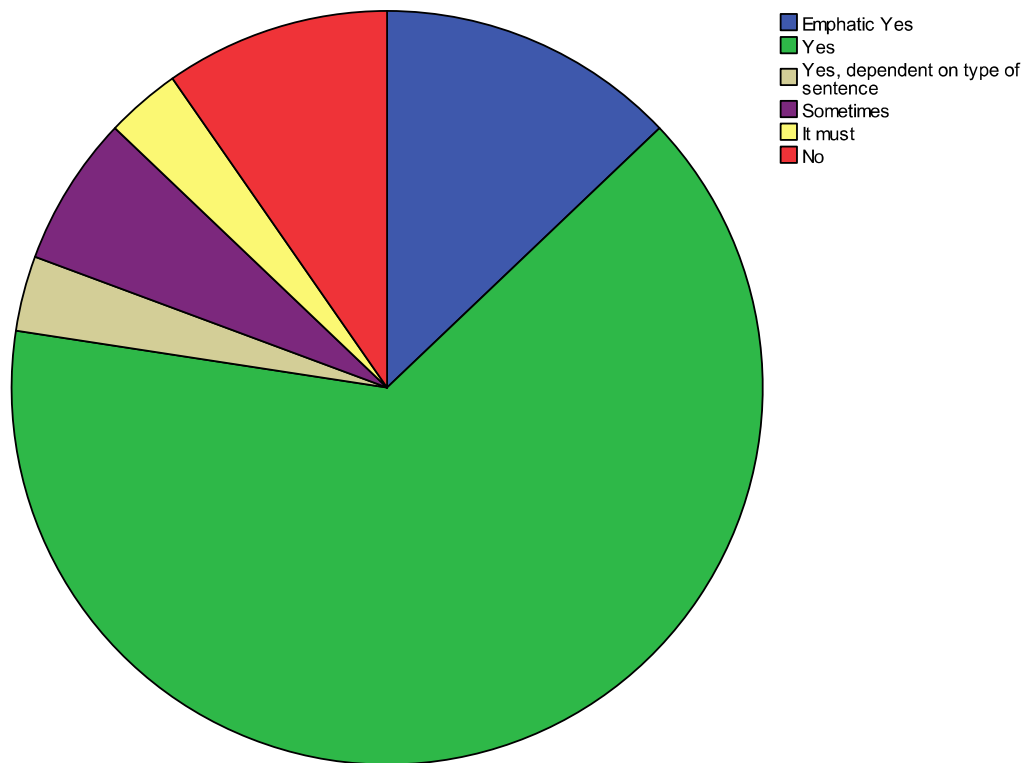
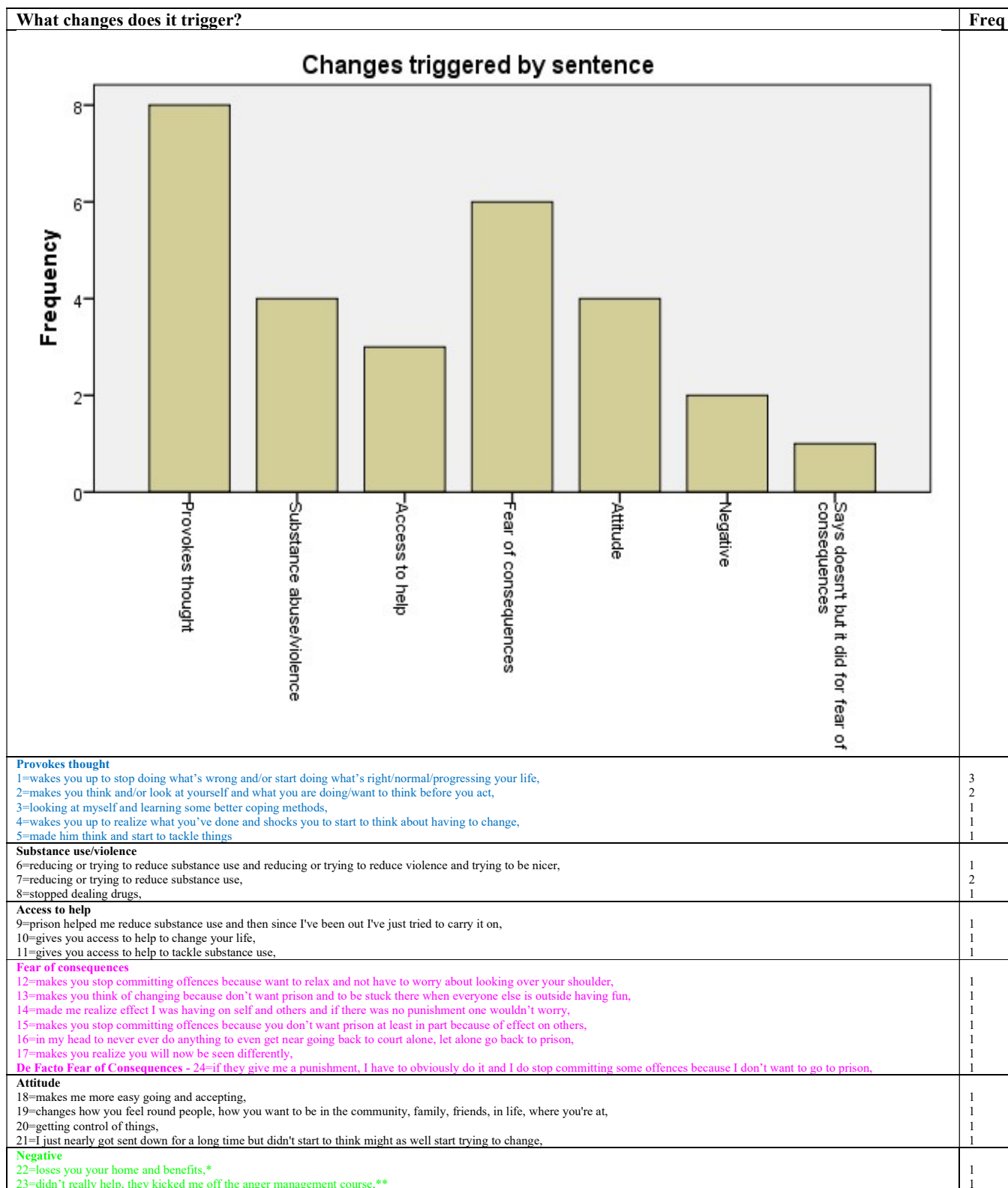


Fig. 11.20 Does sentencing trigger any changes?

Provocation of thought, access to help, improvements to attitude and tackling violence and substance use were cited as useful triggered changes, as was fear of consequences.⁴⁵ All of these benefits to sentencing, might be far more usefully available on the first appearance of symptoms, rather than awaiting escalation to criminal proportions. This might apply especially to fear of consequences, since, if embryonic problems are tolerated, the consequences attached to them are likely to become increasingly fearful with an escalating impact on lives. The risk of not anachronizing crime in its earliest incubation with positive rather than fearful consequences, must surely be the escalation of both crime and consequences to the detriment of everyone.

⁴⁵ When those participants who had spoken of at least some change were asked about **what** changes it triggers.



*Blue indicates taking personal responsibility to think

Fig. 11.21 Changes triggered by sentence

The difficulties of allowing problems to escalate to the point of fearful consequences included sentence-triggered unhelpful change, such as depriving individuals of their homes or benefits*, denying them access to the help they need when they are finding the situation with which they have been presented unmanageable**, being ‘kicked off’** sources of help, like anger management courses, as participant 24 describes above, echoed by participant 32, who had also been ‘kicked off’ an anger management course. This latter participant spoke of his deep sense of injustice in this regard before the interview questions even started.

Participant 32

Interviewer: Is there anything that you want to ask me before we start?

Interviewee: Well you know I've just done a community service order 150 hours.

Interviewer: I don't know anything about your case at all because I want to approach you as a man....

Interviewee: Yep.

Interviewer: ... as an individual, not as a record of anything.

Interviewee: I know what you're saying, yeah.

Interviewer: Do you know what I mean? So, I don't want any pre-conception so I don't know anything about you other than your name.

Interviewee: Right well I've just done 150 hours community service....

Interviewer: Right.

Interviewee: ... which... I'm going to be honest with ya... I enjoyed it, I thought it was a nice job, erm, nice thing. Same work because we d... work we do, we're in the utilities game so we know quite a lot about what we're doing. We went on that... erm... (names a town) it was, round the back of (names a town) ____, painting and decorating, nice bit of work. Between us, like a gang of 10, 12 people, you could sense the badness between some of these people....

Interviewer: Right.

Interviewee: ... and... the rudeness of them towards the lady that was in charge...

Interviewer: Right.

Interviewee: ... I'm not Mr Perfect in any way whatsoever...

Interviewer: Which of us is?

Interviewee: ... but, be a little bit respectful to a woman isn't hard is it?

Interviewer: No.

Interviewee: We had to talk to somebody quietly, ___ quietly as well, took him round the back, we had a little heart to heart, don't like the way you're talking to her, don't like the way you're doing it at all. Obviously they've got wind about it so... community s... I got good reports right the way through for the whole lot of it all. On top of this one I've got an anger management...

Interviewer: Right.

Interviewee: ... thing to do which I got kicked off of it...

Interviewer: Right.

Interviewee: ... for... I've asked twice now, I've asked for a letter to be sent to me for the reasons why I was kicked off of this and I hope to have that letter today to give to you which they didn't want to give me....

Interviewer: Right.

Interviewee: ... ___ probation officer don't want to give me the letter but, they kicked me off the course, they said I was rude erm... there was a few things they said that was I was which.... I just said, I'd like... can I see the video please of where I was rude, where I was abrupt or wherever you're saying that I brought the group into disrepute in anyway whatsoever because what they were telling me second breath is, would you mind speaking a little bit please and I went, well I haven't really got a lot to say about it. Right so I've been told that I'm being quiet, very, very quiet but then on the second breath I get kicked off of it and then get told that you're rude, you were being disruptive and I went well how can I be rude and being disruptive if I'm not talking because you told me that I'm not talking so that I went, can I please see the video of what I've done. No. They went, data protection. I went stop... data protection act, I've got data protection act where we're all in the group so i.e. if I want to see that, surely... no we're not allowed to show you that under data protection act.

Interviewer: Right.

Interviewee: So I went, I don't think this is right.

Interviewer: Right.

Interviewee: And I said, well can I at least have a letter sent home to me explaining the reasons why I done not. No, there's not going to be a letter sent home to me. Erm, if you persist, you're going back to court.

Interviewer: Yeah.

Interviewee: And I went well why are you sending me back to court then? Because like you've disrupt... I went I haven't disrupted it in any way whatsoever. I said, I was always under the intentions now that probation or any types of that thing was to move on with your life yeah, which everyone agrees with me, that; the whole idea of probation, of this sort of thing, is to move you on, to get you..... So why... I'm asking this as in... I can't get the answer out of anybody about this, so why do they want to keep dragging it back 5 years and go, there's a pattern. I'm going what you talking about, there's a pattern? You assaulted a guy 5 years ago. I went, but you don't know the story behind this... you don't know the story behind what's happened on this one. Well I've read the paperwork, it says that... yeah but, you're not reading the paperwork into it. So i.e. I'm now in a little bit of trouble here now for what, for being what, normal, asking a question, for saying well how can you move on if you're going to keep pulling up, 5 years ago you done this, 10 years ago you done that, it's not what probation should be doing, probation to me is, to get this person to move on with his life, yeah and to be able to not re-offend so how can you do that when you're gonna keep stepping you back 10 paces, I want to move away from my past, I want to move on with my life, yeah, they're not doing it, all they're d... everything that's happening here now is, to push you to the limit where you don't want to be. I've now split up with my girlfriend because of this. I've now, I've walked in and told them like, my mother's dying and this is hand on heart, I've had to go to the Isle of Wight to do that, yeah. One of my cousins has just been diagnosed with cancer, they don't give him to Christmas and plus one of my sisters has got it as well, yeah, so, I've tried to... you know when you try and say look, I need really to put my mind to all this sort of stuff, yeah but, you don't, you can stand in a room please... what g... when you get the hump, what feelings do you get? I went I don't understand what you're trying to ask me. Standing there, Rosie and Jim went to new school... pardon? And Jim's got no friends but Bobby comes over, I went look, I'm not a 5 year old kid that you're trying to talk to but because I said that, I got kicked off the course yeah and I'm thinking well, really you wan... somebody wants to sit down and work out what you need to be doing with this probation because I can't understand in my mind how this is doing, I've had social workers when I was a kid, done, I've done boarding school from... well it wasn't a boarding school, an approved school from when I was 13 to 18,

borstal training after that, had a little bit of mischief over the years but nothing like major, have a little disagreement on the road, I got the book thrown at me in court, £1000, 150 community service, 8 months suspended over 2 years, erm, anger management, probation and I'm thinking, can you throw any more at me at the same time, plus I'm to go to work every day and if I'm late by a minute, I'm in trouble but then if I make the phone call to here to say, would you mind by passing that on that I'm going to be a bit late, no this doesn't get relayed back or could you ask for my care worker to call me please, no, they never... I've never yet had one call back, I've never had no feedback at all whatsoever, I've said to them surely probations and all of this, you should have a case file on that one person, yeah, i.e. you should be able to read that for a matter of an hour's work to know what that person... that person that you've got in the group, yeah, to know a little bit about that person before you start the thing, yeah, but no, they're not... it's like that's the programme, we're to do it, we're working off ___ but surely to god, a little bit more one to one with that person, you might get a little bit more easily feedback but no, I don't... they don't seem to think they want to do anything like that at all because I've said I'm quite happy to do this anger management, one on one, without a group of people belittling each other, shaming each other but no, we haven't got the manpower to do that but I said I've offered myself to take a week off work to come in and do this for you... and we ain't got the manpower to do it... yeah but I've offered to do it, I've offered to do it on a one on one... right well we've had a talk, we might put you back in a group, I said well I'm not happy to be in a group, being honest with you, I'm not... it's not that I'm not happy, I don't want my previous being brought up, I'm not interested in dragging up i.e. abuse when you were a kid, I'm not interested in reading back to that, reading back to being in a home, reading back to being... I'm not interested in that but they don't seem to... this... there's no sort of understanding on anything like that, you're in trouble, you're a convict, get on with it, ok fair enough.

Interviewer: That's interesting what you said about there's no understanding, do you feel that nobody makes the effort to understand where you're coming from?

Interviewee: No, that's true, yeah I do, that's why, honestly, hand on... yeah I do, I just think it's another statistic that they're using. I've been on this, I've watched that thing on TV during the week about community service order, biggest joke I've ever seen in my life is that, I've got to let that do I'm sorry because I've got boys working still.

Interviewer: Oh right, yeah, sure.

Interviewee: Erm... I've watched that thing on the community service order yeah on the TV last week, I watched it and laughed yeah because what they're saying there then is more... it's the truth, in my... hand on heart now... drugs there... it's alive with drugs this community service, it's alive with people just taking the piss, the amount of work that is done on that community service that I done, we done more than what anybody else would do because we wanted... if we come in I want to do this room in a day, if there's three of us, get ___ one or two straight away, so we'll take command, get on with it, that's what we do for a living.

Interviewer: Yeah.

Interviewee: But we would have that bit of intake into that job or somebody would go... oh it's only a school, so we'd butt in and go yeah man, but if my kid was going to this school I'd want it tidy, alright. Oh ok mate, we ___, yeah we'll do it please that's what... how I'd work out of here now, that's what I'd expect from my people, you carry on. So we pushed and pushed and pushed to get it like how we would want it on the work site. Woman in charge there, nicest woman you'd ever want to be working with, I took 7 ¾ hours every shift I went on there, I never took one off, yeah, never took one shift off of it at all, I had excellent reports all the way through it all, surely this must stand me in better stead I've said than you sitting there saying that I'm not doing the anger management which, if I'm getting excellent reports here, how can that not work out right, I went, the woman's saying one thing to... like... you're being disruptive and on the second breath, you're not speaking so I went well how can you work something out like that please, I went I've asked to see the CCTV and you won't allow me to see it, no, I went well, how can you have this discussion with me really? Well we're going to try it and so I thought ah, I just don't know how you're trying to work it all out. Years ago when it was probation and social services when I was younger, like 20 years ago, ___ it was completely different to what you're doing now, it was more of the one on one management sort of thing, in here it's just another statistic to me, you're just another number like he'll do, he doesn't turn up, sod it, we'll just send him back to court which... no I don't... I'm sorry but I don't see how they can run this sort of system like they're doing now, I wouldn't be able to do it, I wouldn't be able to do... how they're... how they treat their type of pe... people, five minutes later you're off on community service, everyone knew the rules, we'd play by it so I'd sit in the background and I'd watch somebody come in calling her all the names under the sun. I pulled her to one side, I went I'd boot him straight off, she went I've got to ain't I, I went you've got to boot him off, I wouldn't have... I said because you're in charge of us now, if that was me in charge now, somebody would be stopping me ___ how he's speaking to you, I went it's a bit of... I don't know how you put it... a bit of like, personal stuff between the people there, we had a bit of banter with each other, we had a laugh and a joke, you knew out the gang of boys in the group there who were the trouble ones, who was the ones who didn't want to do things so we took it on our own head to run it, like help her out, me and one other guy it was so we... I thought we done pretty well with her for our community service but it's just I can't get my head onto this anger management thing, just not going to how I want it to be going.

Interviewer: And you, you said, you mentioned earlier when you were discussing it, how you may be felt a bit uncomfortable discussing personal stuff in front of loads of other people, do you think that maybe one of the reasons why you've... struggled with it a bit?

Interviewee: Yeah because I don't... yeah I don't see what... that's got to do with what we're doing, do you understand what I mean. It's alright them saying, it will make... whatever it's meant to do, the replacement anger management replacement, whatever it all is, that's getting me worse, in my, my, my sort of way now, I'm getting the hump on a Wednesday morning before I'm coming to it. By the time I'm getting to it, I'm... hrrr... I can't put it into words how you feel, you're just disheartened, you're gutted, you know what I mean, you just don't want to do nothing, that's what I was saying to (names his probation officer) a minute ago, I went ___ of all of this now, I've just kicked my girlfriend into touch because I've had enough of it all. Well why can't you do... oh just go away love it's nothing to do with you. So now, I've ditched her because I can't be doing this... this... I've got my children and now they're asking me questions about my children, I went my children are nothing to do with this. Yeah but... I went they're nothing to do with it. If I was in here interfering with kids or rape or whatever, I'd accept you talking about it, I'm here on an assault, one on one assault where I hit the guy before he hit me and that was the truth of it all, the judge didn't want to know, I've done previous, I've got nicked. Doesn't matter what I'm gonna say, I'm still in trouble so once you've got a conviction, doesn't matter under what conviction you've got, you're tarnished with a brush where it doesn't matter what you do, doesn't matter, you could be the nicest person on this earth, you could save somebody's life, you're just a piece of something on the bottom of your shoe to come into this sort of thing and that's... it's all I can feel about it really, I feel like I'm beating my head on a wall trying to explain that, please I don't want to go back to my previous, the judge does not... did not put this order in place for me to be talking about my children because they're nothing to do with what I'm doing, erm, nothing to do with what I've done over the y... I can't sort of put it into their words, it's nothing to do with... you're meant to be moving on I'm saying, not we're not, 5 years ago you done that, so how you meant to be reacting really honestly, drag... drag this back up again, drag it back up again, coz that's all they want to do, just keep dragging up your past, dragging up your past, how are you meant to move on? You can't move on at all, you can't.

Interviewer: It's really, really helpful all what you're saying, I really appreciate you sharing that with me because it is, it's really, really helpful, there's loads of really helpful things in there. Erm, I wonder if you'd mind if we just fire on with the questions...?

Interviewee: No carry on, yeah.

Interviewer: Is that ok?

Interviewee: Yeah perfectly.

Interviewer: Erm, but any time you think of things say them...

Interviewee: Yeah I will do.

Interviewer: ... because it's all really useful, it's really, really useful. Erm, could I ask you what sort of mood...

Interviewee: I'm in a... to be honest with you, I'm in a pretty good mood today, I've had a good day, everything's gone alright today.

Interviewer: Good.

Interviewee: I knew I was meeting you as well so I thought, I'd like to put my point to you as an independent person to see how you... how you would say about it.

Interviewer: Yeah no I appreciate that. And how would you describe your usual mood?

Interviewee: I'm a... I'm a right easy going person all the time, to be honest with you.

Interviewer: Ok. And do you think of yourself as a person who wants to improve their life?

Interviewee: I'm improving my life every day because I've just taken on a management... I'm taking on a management now. I've gone from being a labourer to being the site supervisor, to being a manager, so I've... from like me doing... I'm moving up the ladder now every week i.e. I go to (names a county) next... couple of weeks' time to do a job down there in (names a county), move to another one in (names a county). I'm ___, I'm now moving myself around a little bit more to improve my life a lot better, I'm quite happy with it.

Tab. 11.9 Participant 32

This participant presented as a man desperately trying to do his best, trying to illustrate himself as such, totally aware of concepts of 'wrongness', but drowning in his own inability to know how to 'manage wrongness' and being overwhelmed by a system that appeared equally unable to manage him. A system within which he appeared to feel completely unheard, however hard he tried to communicate. A system apparently focussed on *imposing* 'managing anger' in a *prescribed* way, without apparently taking account of whether an individual is yet able to manage that prescribed way or, indeed, whether that individual has a wholly legitimate anger that needs to be heard rather than managed.

Adopting a system, instead, that does not try to 'manage' crime, but, rather, to eradicate it with intrinsically effective sentencing processes that inherently anachronize the matters at issue, enabling individuals' issues, and their understanding thereof, to be part of the sentencing process might be far more helpful. Managing perceived injustices, rather than the anger over them, by discussing them with those concerned until the injustices have been corrected or the sense of injustice resolved, rather than only managing the anger over those injustices. Without this, anger, and other emotionally violent responses, might continue to feel wholly legitimate to the perpetrator, who could feel as if s/he is having to fight simply to preserve him/herself.

Participant 9 highlighted the real fear that may exist, amongst those subject to interventions of any sort, that they are going to be forced into an unbearable***** situation with which they cannot cope.* In fact, it might be considered unethical**** to impose on any individual a situation with which they cannot cope.

Participant 9

Interviewer: Ok. And you can leave at any time, you're free to leave any time, just because you've signed a consent to take part, doesn't mean that you're bound to sit here the whole time, if you're unhappy...

Interviewee: I'm not sure there's any..... you're not going to make me leave like there's anything that's going to make me leave though is there?*

Interviewer: I don't think so.

Interviewee: No that's what I mean.

Interviewer: But you know, any time you do want to leave....

Interviewee: Would you like a sweetie.

Interviewer: No thank you. I'm trying to lose weight.

Interviewee: Oh don't be silly [interviewer laughs].

Interviewer: So if you're ok, can we start?

Interviewee: Of course.

Interviewer: Brilliant, thanks for that.

Tab. 11.10 Participant 9

Interventions that might be helpful to some individuals, like the way in which Participant 23 found group work helpful**, might feel wholly unbearable to others, like Participant 32, for whom it was experienced as an emotionally violent*** environment to which he responded in kind.

Participant 23

Interviewer: What... what are you actually doing at the moment to improve your life?

Interviewee: Erm at the moment I suppose coming to these Idapt skills, learning you know about relationships are not, you know, sorting my anger out and all that sort of stuff so yeah.

Interviewer: Good.

Interviewee: That's probably what I'm doing to improve it.

Interviewer: And do you find that's useful?

Interviewee: Yeah, yeah definitely useful, it makes you look at yourself and then you find out a little bit more about yourself, you know, you didn't look at, you bypassed. So yeah, it's good.

Interviewer: Maybe we'd all benefit from it.

Interviewee: Well yeah, you know. And also there's scenarios of other people who are not dissimilar to yourself so you kind of think well yeah, we are all, you know, we do go through the same sort of crap and that and how we deal with it is how we deal with it.**

Tab. 11.11 Participant 23

The risk of not anachronizing what might be legitimately thought of as potentially criminal responses to crime, such as those which are unethical****, unbearable***** or emotionally violent***, seems likely to be that they only serve to escalate and justify other such conduct. As Participant 18 said, 'someone shouts at you, you shout back.' In this way, violence of any sort might only escalate into further such violence.

Participant 19

..... 'the wars going on everywhere, there's other ways to accomplish some things other than doing that and going into a war, things like that...and there are other things like sending people to prison rather than try, trying to establish what the problem is'

Tab. 11.12 Participant 19

If violence, whether official or personal, is not anachronized, then mutual cooperation for mutual protection may disintegrate, as described by Participant 7 below.

As **Participant 7** said, 'I just can't be bothered to cooperate with others' because 'I just don't trust no-one no more. Lost all faith. That's what it is, lost all faith and trust' 'I've been bottled in the face and I pressed charges and everything and the police haven't even bothered to go and arrest him. If it had been me, I'd be standing behind a load of bars, so... I don't have faith in the justice. I've been there when things have been done to me and nothing's been done about it... so... it's like... it's like catch twenty-two all the time. You've just got to be strong in this world really. Because if you don't, you'll be weak... and more vulnerable really' 'I can never know what, day by day how my family is going to treat me' and the police treatment of 'me, I give even less than the lowest score on your scale, absolutely zilch'.

Tab. 11.13 Participant 7

In this way, whether enacted by officials or individuals, or tolerated by officials or

individuals, crime surely needs to be consistently anachronized, and non-adherence to this tackled, if more crime is not to be risked.

Non-Adherence as a Risk to Sharing De-Brutalisation

Non-adherence to de-brutalising measures would, of course, be the most significant risk to any de-brutalisation, whilst enforcing that adherence could be equally damaging, if it deployed punitive measures. Only one participant said that being punished would have *no* effect of *some* sort on their likelihood of cooperating with society and one other suggested the same while speaking of having to accept punishment if one has done wrong.⁴⁶ Indeed, punishment actually seemed to induce **more** cooperation with society by more than two thirds of participants, along with a further participant who spoke of this depending upon the type of punishment.

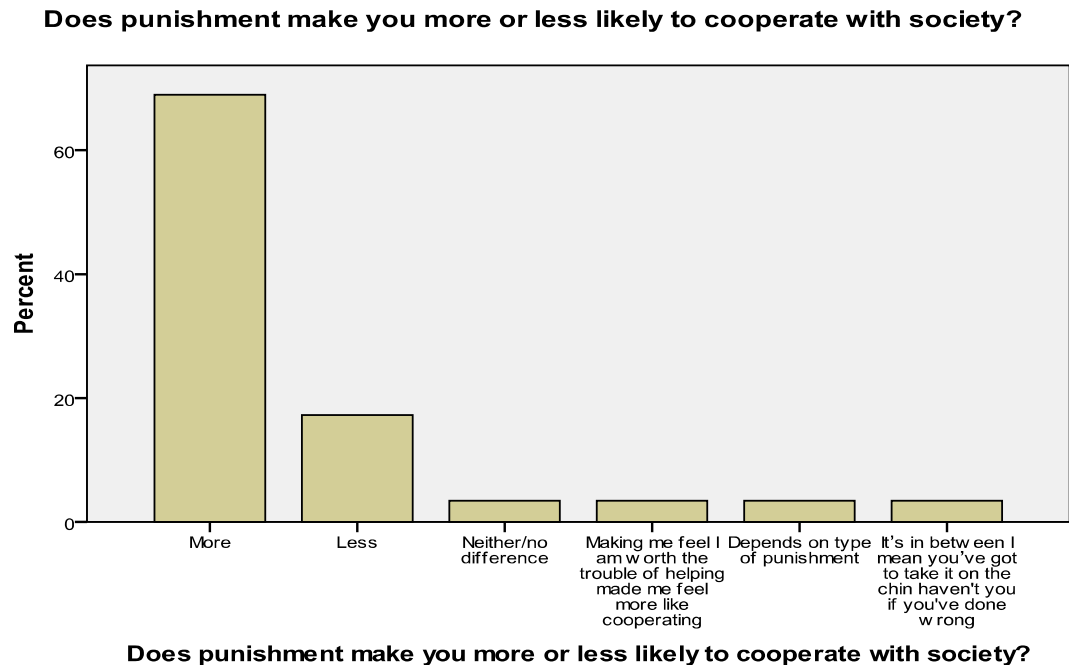


Fig. 11.22 Does punishment make you more or less likely to cooperate with society?

⁴⁶ ‘Does punishment make you more or less likely to cooperate with society?’ in Punishment Consequences Column in Personal Responsibility In Interventions table earlier in this section

Though this might suggest that ‘punishment’ may have a role to play in encouraging cooperation, the fact that 80% of those who said that punishment made them **less** likely to cooperate with society viewed their punishment level as **above centre** might suggest that any ‘punishment’ that was highly punitive could actually be counter-productive.

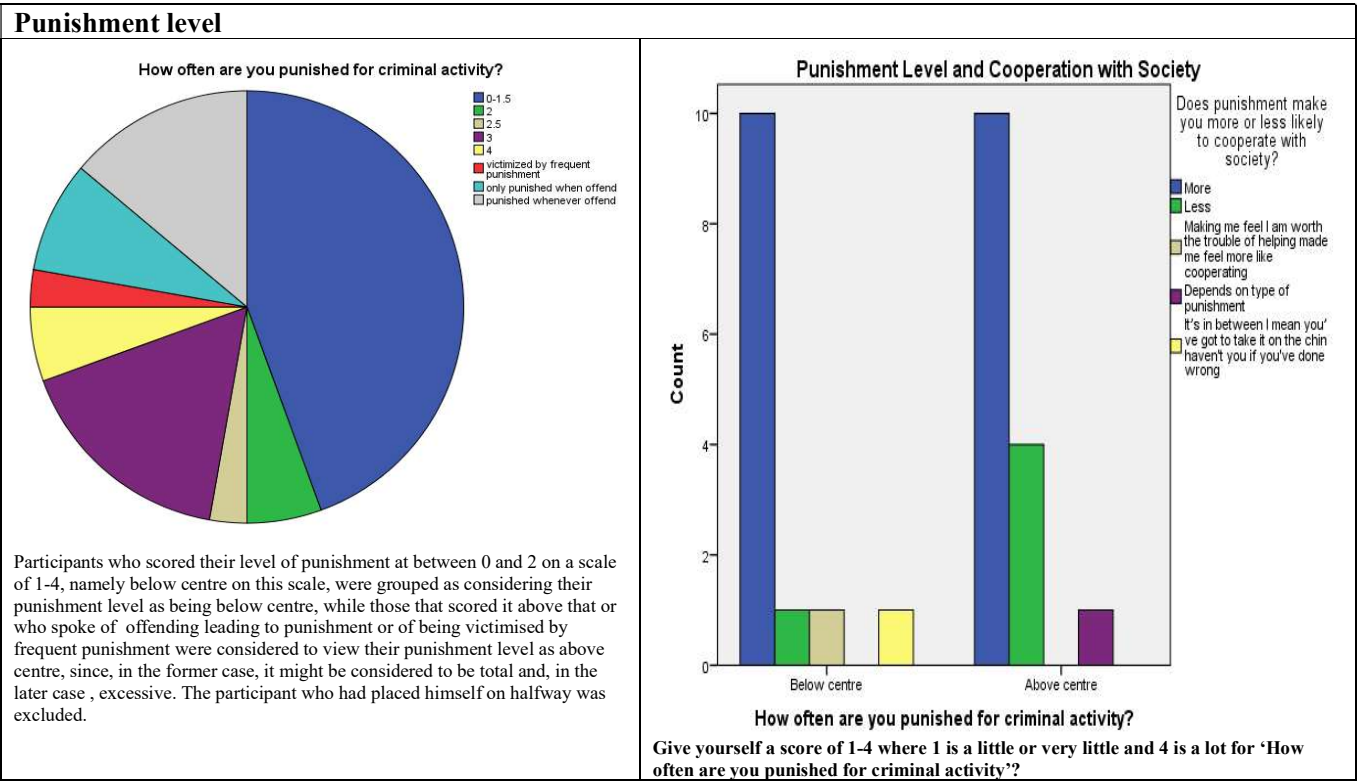


Fig. 11.23 Punishment Level and Cooperation with Society

Whilst highly punitive enforcing responses might present some risk to cooperation, adherence itself cannot be an optional extra. In this respect, if probation services indulge clients, like the client who said probation was ‘really understanding’ because they do not ‘breach, breach, breach, breach’, when there are constant breaches by her, it may simply mean that adherence is not treated seriously. Any mutually respectful ‘understanding’ of what is agreed between probation officer and probationer, in terms of

action to be taken, cannot include indulgence of non-adherence to what is agreed. If non-adherence does not matter then there is no point in a sentence. If adherence is not enforced then no personal responsibility is being nurtured.

Indeed, participants suggested consequences for non-adherence and non-engagement with sentence requirements as part of sentencing efficacy specifically.⁴⁷ Any such ‘consequences’ might usefully be couched in terms of signalling the need for progress for the *future*, rather than being seen in terms of direct consequences for the *past* per se. Moreover, participants also suggested a) declarations of readiness and willingness to desist and engage with the interventions designed to assist with desistance, b) sentences to include lifestyle requirements, c) support to make necessary changes successfully, d) provision of necessary desistance skills, e) 24hr support line availability, f) prison as a consequence of recidivism, as well as, also, g) responsibility and participation in sentencing.⁴⁸ All of which ‘consequences’ appear to align with this research's suggested intervention managements, from a) this last idea of responsible participation in shared sentencing, such as through client-led interventions with required expectations, as well as in terms of the other notions of; b) declarations of intention, such as might be based on sharing the defining and enactment of de-brutalisation, c) lifestyle requirements, such as reduced harm causing, d) supported change for the future, such as with appropriately timed and timely holistic action, e) skills, such as through lifelong free access to education, f) omnipresent access to support, such as with automated access to laws and their protection, including being instantly accessible and championed by a funded advocate, as well as g) the containment of prison until sufficient progress had

⁴⁷ As per the Sentencing Efficacy Column in Personal Responsibility In Interventions table

⁴⁸ Participants had offered these suggestions for their rehabilitation when asked ‘Under the current system, with a court imposing a sentence on you and probation services managing you through that sentence, **how/how not** do you think you have control over your rehabilitation?’ as per the Sentencing Efficacy Column in Personal Responsibility In Interventions table

been made where need be, with this *future*-orientated view of containment based on progress, rather than a *past*-orientated view of containment based on punishing past actions.

Brutal Cycles as a Risk to Sharing De-Brutalisation

For any enforcement of adherence to be anything more than a euphemism for ‘punishment’ it must surely be grounded authentically in as much caring for any perpetrator as for any victim and vice versa. In this regard, feeling *emphatically* as though society cared about participants when it punished them appeared to be wholly associated with viewing punishment levels as low⁴⁹, as did taking a *mixed* view of care within punishment.

Mixed View of Care Within Punishment
This included saying ‘yes and no, but mostly yes, because there has to be a punishment, but there must be rehabilitation too and I have been helped more than punished’ or ‘yes and no’ with ‘yes’ because one’s got to learn/realize one’s mistakes/route in life but ‘no’ because punishment puts a person ‘behind’ or ‘blocks life’.

Tab. 11.14 Mixed View of Care Within Punishment

By contrast, feeling only *partially* cared about by society when it punished them appeared to be wholly associated with viewing punishment levels as high.

Partial View of Care Within Punishment
This included being doubtful or conditional about being cared about but nevertheless acknowledging some evidence of care, such as ‘not being sent to prison’ or by ‘not being treated like you are subhuman’ or by the fact ‘magistrates do understand people have problems and don’t like punishing them’ or by acknowledging ‘society is making its statement of rights and wrongs’.

Tab. 11.15 Partial View of Care Within Punishment

⁴⁹ This amounts to only 1 participant which is problematic on a number of levels, including in terms of the reliability of this as evidence.

The difference between ‘partial’ care and a ‘mixture’ that includes care, may lie in the fact that partial care falls short of care, while a mixture specifically includes that care as a whole, even if other elements co-exist alongside it. Indeed, the specificity of identifying the caring part of the mix might be what makes it equate to emphatically identifying care, with all its totality of association with low punishment levels.

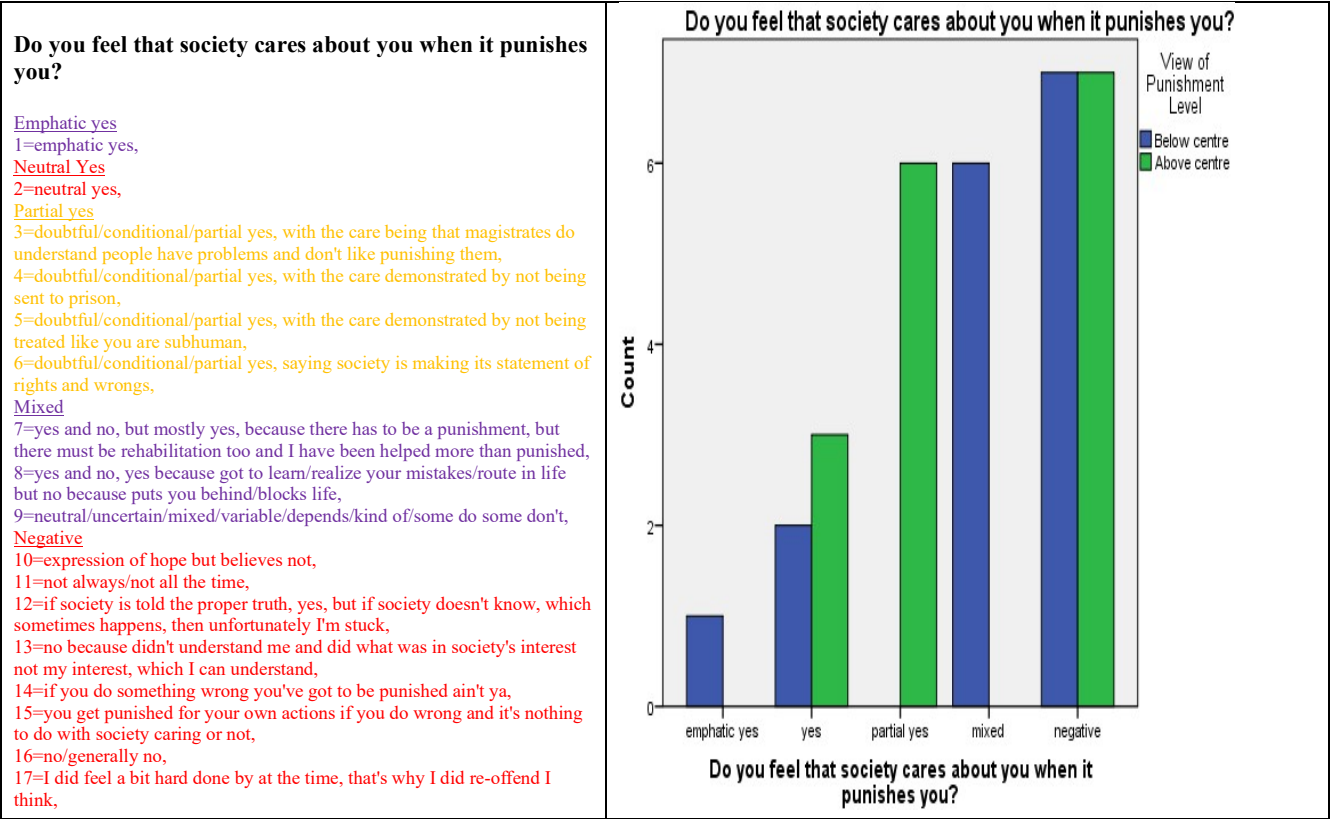


Fig. 11.24 Do you feel that society cares about you when it punishes you?

Conversely, the manner in which the short-falling partial care relates totally to high punishment levels may illustrate how brutal cycles of punishment for offending might risk the credibility of equality in the obligation to care for everyone, by escalating brutality in the very management of that brutality.

De-Sensitisation to Caring as a Risk to Sharing De-Brutalisation

Any type of **denying negative** to being cared about, along with a **neutral ‘yes’** to being cared about,⁵⁰ appeared to be represented equally, or as equally as an odd number could be, at both levels of perceived punishment. This could be because individuals might de-sensitise themselves to the effects of punishment by either denying being cared for or by being blandly accepting of it. Either of which might risk making being cared for cease to matter to people.

If being cared for ceases to matter, then people could be at risk of not mattering to themselves nor wanting to put energy into triggering empathy for themselves, as well as losing caring and empathy for their victims.

Empathy Failure Risks

If empathy fails then any amount of victimisation or punitive excess is likely to feel acceptable.



⁵⁰ See **Negative** and **Neutral Yes** in red in table in section above entitled ‘Do you feel that society cares about you when it punishes you?’

<p>Does being punished make you feel sorry for your victim or sorry for yourself?</p> <p><u>Victim</u> 1=sorry for victim and not self at least to some degree, <u>Both</u> 2=sorry for both, <u>Neither</u> 3=explaining not sorry for self and making no reference to being sorry for victim or not and taking blame on self, 4=sorry for neither, 5=sorry for neither belittling or denying victim, but feeling sorry for partner and motivated by punishment to change, 6=sorry for neither belittling or denying victim, 7=sorry for neither belittling or denying victim and painting self as actual victim, but also taking some blame on self, 8=not sorry for victim belittling or denying victim and making no reference to being sorry for self or not, <u>Self</u> 9=sorry for self, but taking some blame on self, 10=sorry for self, 11=sorry for self and seeing self as victim, but also taking some blame on self, 12=sorry for self-belittling or denying victim and painting self as actual victim, <u>Variable</u> 13=initially both but now realizes it's got to be victim s/he should always feel sorry for and can't blame circumstances, 14=initially both but now read what victim says and doesn't agree with it so doesn't feel sorry for the victim anymore, 15=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore,</p>
<p>Why?</p> <p><u>28.1(victim)</u> 1=I got myself into it/chose to do it/deserve punishment and I'm sorry for what I've done and those that suffered cos of it, 2=In some ways sorry for victim cos in this case they suffered physical injury and pain, that's not acceptable, I wouldn't want it to happen to me, 3=more or less sorry for the victim but no point feeling sorry for myself because shouldn't have done it in the first place, <u>28.2(both)</u> 4=I get punished for things but those who do me wrong don't, so you've got to be strong or you'll be vulnerable, 5=being on the receiving end of punishment makes me feel sorry for myself and if victims are on the receiving end of what I did then I feel sorry for them, but sometimes I don't feel sorry for them if they are equally to blame with me, 6=it was an unfortunate happening, 7=I got myself into it and/or I did it, 8=I feel sorry for the victim but also for myself because I have to deal with the consequences, 9=sorry for self cos of punishment but learned of victim suffering hearing victim impact statement and doing courses, 10=I feel stupid and sorry for myself for letting myself and my family down and for my victim if I have done anything to them, 11=I got myself into it/I'm the person that chose to do it and I'm sorry for what I've done and/or the people I did it to, 12=because something bad happened to the victim and because I don't want to go to jail or probation, <u>28.3-8(neither)</u> 13=I did wrong and I accept the consequences but it was only shoplifting so I don't feel sorry for my victim, 14=I don't believe there was a victim, 15=I got myself into it and/or I did it, 16=if someone has wound you up you don't feel sorry for them you want revenge, 17=my victim deserved what he got because he treated me unfairly and I found out later his company had done bad things and I call him Taliban, but I accept the punishment I got because I did wrong, 18=because it was only a hotel and no one was harmed and I'm paying them back, but I did cause partner misery so sorry for that, 19=because it was just shops and they can claim on their insurance and have their own money, 20=because it was just shops and they can claim on their insurance and are rich and exploit people anyway, <u>28.9-12(self)</u> 21=I got dragged/lured into it and I shouldn't have been punished and the people who should have been punished walked free, 22=I got hit and if I hadn't done what I done I wouldn't be punished, 23=I don't know why but I cry and feel sorry for myself and not for what I have done nor victim, 24=I was stupid, 25=I was victim, hurt self, let self down, never hurt others, just maybe shamed family, let them down, let substances rule, got lazy, went into dream world, a way of having to...my fault, got to get on with it. <u>28.13-15(variable)</u> 26=initially both but now s/he realizes it's got to be the victim s/he should always feel sorry for and one can't blame one's circumstances, 27=initially both but now s/he has read what the victim says and s/he doesn't agree with it so s/he doesn't feel sorry for the victim anymore, 28=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore,</p>

Fig. 11.25 Does being punished make you feel sorry for your victim or sorry for yourself?

In terms of that punitive excess, however, 70% of those who felt sorry for the victim as well as themselves perceived their punishment level as **high**, compared to the **low** perceived punishment level of 60% of those who felt the opposite, namely sorry for neither their victim nor themselves. Thus, though *lack* of empathy might lead to punitive excess, punitive excess might actually *lead to* empathy, for **both** the self and

the victim. Indeed it was only at **both** where **high** perceptions of punishment exceeded low such perceptions, with a ratio of 3:2 in favour of **low** perceived levels of punishment when it came to feeling exclusively sorry for the **self** or the **victim**, while twice as many of those with low perceived levels of punishment described this as **variable**⁵¹. Those who felt sorry for **neither** themselves nor their victim frequently included belittling or denying the victim, including one who felt sorry only for his partner, whilst also feeling motivated by punishment to change, and including another who painted himself as the actual victim, whilst also taking some blame on himself. One of those who did not belittle nor deny the victim, despite not feeling sorry for that victim, also took blame on himself. Taken together, all those who felt sorry for neither themselves nor their victim, either or both belittled/denied their victim and/or took blame on themselves.⁵² Furthermore, though the reasons given by participants for pitilessness for *themselves* included personal responsibility with their self-blame, saying ‘I got myself into it’ and ‘I did it’, their reasons for their pitilessness for *their victims* were detailed unempathetic demolitions of those victims.

Businesses, like hotels and shops, were demolished as victims, because no one was seen as being harmed since they can claim on their insurance, they have their own money and they are rich and exploit people anyway, as well as because ‘I’m paying them back’. In these ways, harm was not seen as accruing if it accrued to businesses, insurance companies, those with money or wealth, those who harm others or those who are reimbursed. There appeared to be no understanding of the complex chain reaction of harms, except as it applied to the victims as perpetrators, with their perceived

⁵¹ When asked ‘Does being punished make you feel sorry for your victim or sorry for yourself?’ as per the table in the previous section

⁵² ‘Does being punished make you feel sorry for your victim or sorry for yourself?’ and ‘why?’ in Punishment Consequences Column in Personal Responsibility In Interventions table

‘exploitation’ of others making them fair game. Even when it was acknowledged that stealing from businesses meant ‘I did wrong and I accept the consequences’, there was still the ‘**but** it was only shoplifting so I don’t feel sorry’ for them. This underlined the apparent disconnect between theoretical ‘wrongs’, which can be paid for with the price tag of ‘consequences’ and tangible harms, for which human pity might be felt.

The only human pity mentioned by this group of participants was for the misery one caused to his girlfriend as ‘I did cause her misery so I’m sorry for that’. This suggested that building close humanising relationships with others in wider society, like that felt for those one knows intimately, might help build human pity and diminish the capacity to ignore the plight of victims. Building widespread close humanising relationships and understanding, beyond one’s own personal associations and subgroups, along with building understanding of complex chain reactions of harms, might help challenge notions that ‘I don’t believe there was a victim.’

Even when a victim is recognized, however, without empathy for that victim, perpetrators might actually **want** to harm that victim, rather than just not minding if the victim is harmed. For example, ‘**if** someone has wound you up you don’t feel sorry for them you **want** revenge’ or if the victim is seen as directly deserving ‘what he got’ **because** he treated me ‘unfairly’ and ‘I found out’ later his company had done ‘bad’ things and ‘I call him Taliban’ even though ‘I accept the punishment I got because I did wrong.’

Indeed, even amongst those who had included feeling sorry for the victim, such as by saying the victim had ‘suffered’ including suffering physical injury and pain, this

suffering was frequently disconnected from the perpetrator. For example, by saying ‘**that's** not acceptable’ or **it** was an unfortunate happening or **something** bad happened to the victim. Likewise, any pity was sometimes conditionalised by saying such pity was felt ‘**if** I have done anything to them’.

Having said that, one participant did empathise holistically with the victim saying ‘I wouldn't want it to happen to me’. This empathy appeared to be *learnable*, with another participant speaking of having learned of the victim's suffering from hearing the victim impact statement and from doing courses. Similarly, one participant, whose target for pity varied, said he now realized ‘it's got to be the victim’ he should ‘always feel sorry for’ and one cannot blame one's circumstances. However, empathy also appeared to be *unlearnable*, with another participant, whose target for pity varied, saying that, though he had initially felt sorry for both himself and the victim, when he read what the victim said he ‘doesn't agree with it’ so he does not feel sorry for the victim anymore. His empathy had thus appeared to have been built on believing he had a shared understanding of the event with his victim, when actually there was none. There may therefore be a need, whilst building empathy, to ensure it is built on facing up to the victim's actual perceptions, not on an assumption of sharing a mutual perception with the victim, otherwise authentic empathy might not be created and antagonism could be created instead.

The belief amongst some perpetrators, who claimed to feel sorry for **both** themselves and their victims, was that there was a shared perception of events between themselves and their victims. This seemed to be echoed in perpetrators' complaints of lack of even-handedness in the authorities' responses to events. One said ‘sometimes I don't feel

sorry for them if they are equally to blame with me.’ Another said ‘I get punished for things but those who do me wrong don’t, so you’ve got to be strong’ or ‘you’ll be vulnerable’. Without processes that ensure authentic empathy and mutual protection as part of the response to crime, this sense of injustice and vulnerability might simply persist in perpetrators.

Those who had included feeling sorry for both themselves and their victim tended to associate feeling sorry for themselves with having to ‘deal with the consequences’ or because of being punished or not wanting to go to prison or probation, as well as ‘for letting myself and my family down’ or because ‘I feel stupid’. In this way, removing punishment, as a source of self-pity, may facilitate a perpetrator being able to focus better on empathising with his/her victim's suffering and to feel compassion for him/herself for reasons of his/her actions rather than for the consequences to them. Until the action itself is the focus, authentic empathy for what drove that action or what that action caused might be at risk and with it the understanding of the actual event and how to move on to prevent its recurrence. It may be important to get to the point of being able to say I feel sorry *‘for people I used to do things to but I don’t do it anymore so I don’t feel bad anymore’*, such that people can move on.

By contrast, if individuals *‘don’t feel bad’* for others **while** they are doing *‘things to’* people, concerned only with the effect on themselves, then that lack of empathy for others seems likely to add to the risk of them causing harm. In this regard, feeling **solely** sorry for oneself, appeared to be associated with feeling ‘dragged’ and ‘lured’ into offending so ‘I shouldn’t have been punished’ while the people who should have been punished walked free or saying ‘I got hit’ or ‘I don’t know why but I cry and feel

sorry for myself and not for what I have done’ nor the victim or saying that the reason ‘I was stupid’ or ‘was the victim’ was because ‘I got hurt’ doing it and ‘let myself down’ and ‘I never hurt others, just maybe shamed my family, let them down, let **substances take control*** and got lazy, went into a dream world,my fault, got to get on with it.’ In these ways, even shaming their own family was only a ‘maybe’, while substances seemed to mean that individuals did not care about anything else and saw those substances as the cause and excuse for everything else.

***Substances taking Control**

One participant said⁵³ that, when abusing substances, one does not care about *anything* but those substances. Another said that *because of substances* he felt sorry for himself when he was punished⁵⁴. Others abrogated responsibility for their actions by *blaming substances* for their offending or using them to *neutralise their responsibility* for offending.⁵⁵

Tab. 11.16 Substances taking Control

Responses to harm-causing may need to undermine this lack of empathy, and undermine anything, like substances, that inhibits that empathy, or that contributes to lack of pity for victims or denigrates victims or their victimhood or notions of theoretical ‘wrongs’, which can be paid for with the price tag of ‘punishment’ or ‘consequences’ without any real understanding of truly having caused harm or which allows any persistent sense of the harm caused being justified, let alone desirable, or that sees victims as perpetrators themselves deserving of harm for which the perpetrator

⁵³ When asked if it might put you off offending, if ‘crime’ was called ‘causing harm’ instead of crime? ‘For example, if I said that ‘By offending you caused harm’ Would it put you off offending or make you more likely to offend?’

⁵⁴ ‘Why does being punished make you feel sorry for your victim or sorry for yourself?’ in ‘Does being punished make you feel sorry for your victim or sorry for yourself?’ and ‘why?’ in Punishment Consequences Column in Personal Responsibility In Interventions table

⁵⁵ ‘Do you feel like you are society’s victim when you are punished?’

simply ‘accepts’ the price that needs to be paid without truly understanding their harming nor being equipped to manage themselves and their responsibilities to others without causing harm nor truly understanding that perceived harm done by others does not justify reciprocal harm.

De-Escalating Harm Failure Risks

If reciprocal harm, rather than its de-escalation, persists, then brutal cycles seem likely to continue unabated. In this way, only 18% of those who said ‘**no**’ punishment does **not** make ‘me’ resent society viewed their level of punishment as high, while 82% viewed it as low. High perceived punishment levels prevailed, in a ratio of 6:4, where participants gave the **positive** response that punishment **does** make ‘me’ resent society.

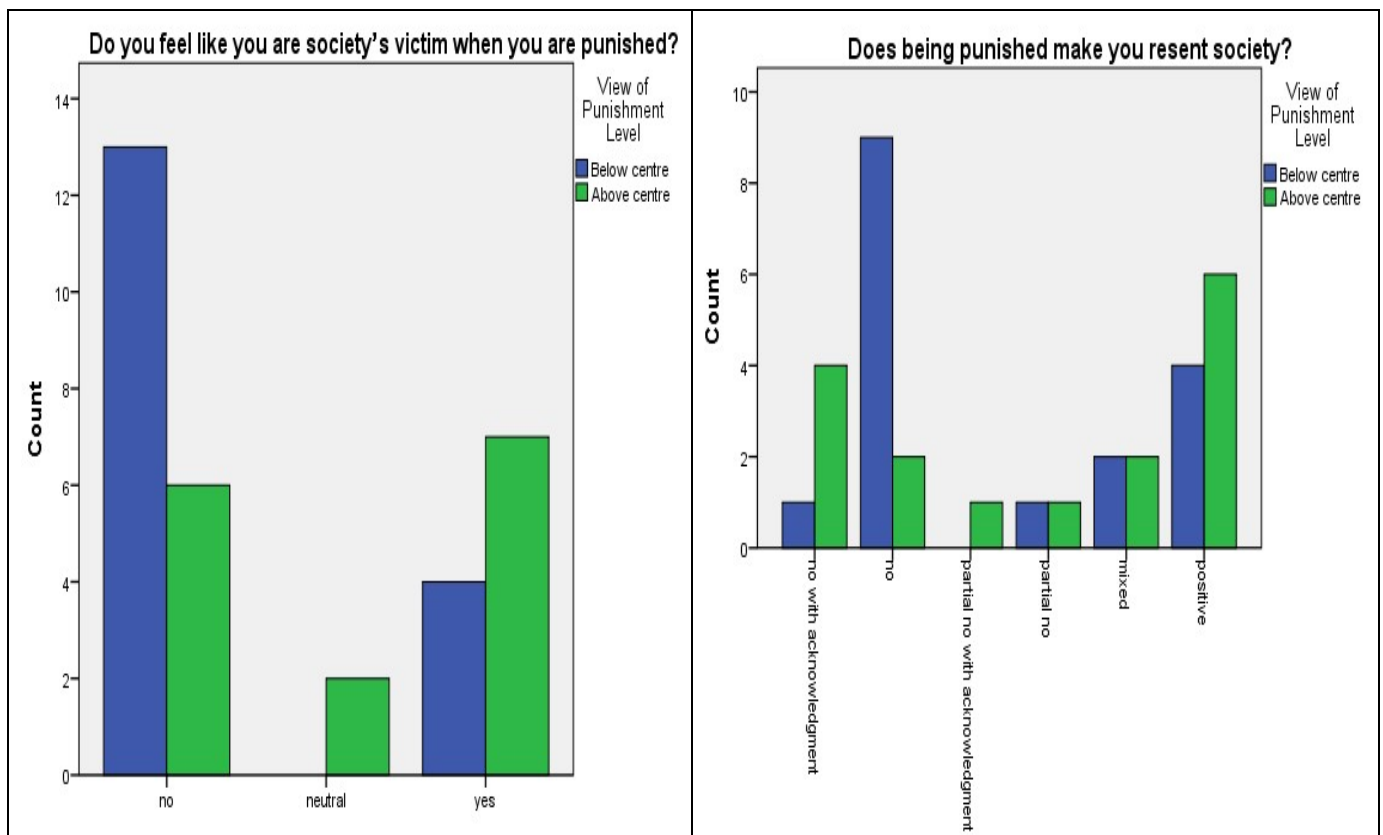


Fig. 11.26 Do you feel like you are society's victim when you are punished?

Likewise, 76% of those who viewed their level of punishment as low said punishment did **not** make them feel as if they were society's victim, compared to only 40% of those who viewed it as high. If responses to harm feed a sense of being victimised by society or resenting society, they might represent reciprocal harm in the mind of the recipient of them. One of the participants who spoke of feeling resentment said 'kind of because when you don't do nothing **wrong**, do something **silly** then end up on probation'⁵⁶. In this way, the response to harm might be more likely to be seen as reciprocal harm if the initial harm is not understood to be such. In other contexts, other participants echoed this sense of the injustice of being seen as offenders, because 'I know what offending is because their dad was **in and out of prison fifty million times and that's an offender**'⁵⁷.

If it takes '**fifty million times**' to define an '**offender**', then it appears to indicate that anything below that extreme level, anything that might be seen as just '**silly**', might not be properly understood to be harming. Equally, with the extreme harming of child-abuse, where one participant said 'be very **harsh*** on them perverts'⁵⁸, there also seemed to be a failure to recognize less heinous harm as harm at all by comparison, potentially enabling the accumulative effect of '**silly**' things to persist in blighting lives.

Furthermore, if sentences for those '**silly**' things do not include a requirement to demonstrate a de-escalation thereof, let alone if individuals are permitted to keep coming out of prison on an '**in and out of prison fifty million times**' basis, without any de-escalation of their harm-causing, then causing ongoing blight to life is being effectively tolerated.

Similarly, if the sentencing response itself is ***'harsh'**, it might also lack credibility as a

⁵⁶ See **the orange notation** in the 'Does being punished make you resent society' table

⁵⁷ See **the green personalised moralities** in the Moral Levels table

⁵⁸ How do you think people should be dealt with when they commit offences?

de-escalating process, no matter how heinous the offence. One participant spoke of managing all offending in a loving way, not a harsh way⁵⁹. Responses to harm can surely be demanding without having to be harsh and loveless. Indeed, if the seriousness of harm is measured by the harshness of the punishment then this might simply risk escalating brutalising forms of being with reciprocal cyclical harshness.

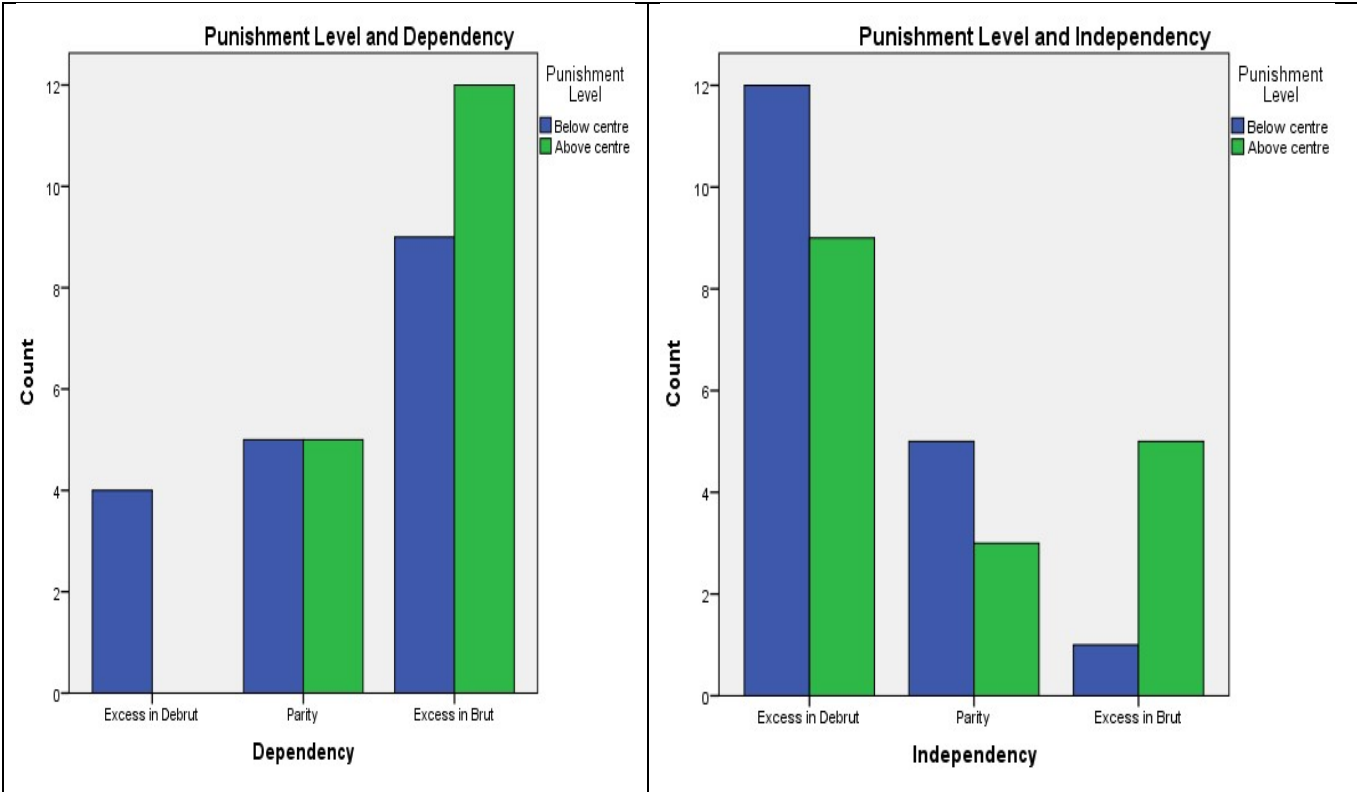


Fig. 11.27 Punishment Level and Dependency/Independence

83% of those with an excess in brutalising forms of independence had a high perceived level of punishment.⁶⁰ By contrast, an excess in *de*-brutalising forms of independence appeared to be associated with low perceived levels of punishment, with 67% of those with this low perceived level having an excess in *de*-brutalising independence and only

⁵⁹ How do you think people should be dealt with when they commit offences?

⁶⁰ See composition of these variables in the categorisation appendices

5% having an excess in the brutalising type. Equally, in terms of dependence. All of those with an excess in de-brutalising types of this had a low perceived level of punishment, while all those with a high perceived level of punishment had at least parity, with 71% having an excess in brutalising types of dependence, compared to only half of those with a low perceived level of punishment having this brutal excess.⁶¹

The importance of fostering de-brutalising types of dependence and independence might be exemplified by the way in which one participant said ‘I just have to bite the bullet and stop being so proud’ and ask for help. She, thus, sees the de-brutalising dependence of asking for help as a greater threat to her pride than the brutalising independence of stealing. If the dishonesty of stealing is perceived as preferable to an honest acknowledgment of the need for help, then this is likely to present a risk to de-brutalising lives.

Dishonesty as a Risk to Sharing De-Brutalisation

Honesty is absolutely critical to addressing brutality, such that brutality can be identified and de-brutalised as well as policed. To ensure that honesty it needs to be demonstrated.

Demonstrable Honesty
<p>Individuals may need ‘to produce’ evidence of a settled lifestyle and prosocial relationships and activities, such as work, and a plan with objectives for change, including their strengths and how to use them, their needs to maintain change, what ‘relationships, activities and resources’ are needed, a relapse prevention plan and a risk management plan (Chapman and Hough 84:1998). Being actively and demonstrably committed to sharing de-brutalisation, such as through the commitment votes discussed by Stevens (2013) or commitment acts or ‘a promise to learn’ and ‘embrace wholeheartedly a culture of learning’ (Berwick 2013⁶²) or a going straight contract, within integrated ‘activities and support’, ‘tailored to the individual’, addressing ‘all of the factors’ and involving all agencies in a ‘mutually reinforcing’ and ‘joined up response’ (SEU 7: 2002) to any form of brutality might be useful to this, but allied with demonstrably addressing such things, since, as Campion (1992) says, where individuals may seem to be cooperating but nothing is</p>

⁶¹ See composition of these variables in the categorisation appendices

⁶² Speaking of his National Advisory Group on the Safety of Patients in England of the NHS Review, Sky News.

changing those individuals might not actually be cooperating. Indeed, persistent offending's best correlate is criminal history (Halliday (2001) and, when persistent offenders do take responsibility, it is not in a moral sense (Laub and Sampson 2003), as persistent offenders lack an awareness of the choices, decisions, signals and high risk situations that could warn of relapse (Zamble and Quinsey 1997) and may simply continue to offend if they do not have to demonstrate any progress before they are released.

Tab. 11.17 Demonstrable Honesty

Demonstrable honesty over de-brutalisation might take the form of multiple mutually-checking technologies⁶³, which might facilitate a higher probability of detection when falling short, alongside the certainty of responses that last until progress⁶⁴ is demonstrated when falling short. If, for example, only 8% of domestic burglaries in London result in any action of any sort against any perpetrator, as the Metropolitan Police (2016) report, and hatred amongst people is not 'challenged or dealt with' (Long 2012⁶⁵), de-brutalisation never needs to be demonstrated, whilst brutality can simply continue unabated. For this to change, official interventions perhaps need to be consistent in their response to brutality, if there is to be a credible attempt to advance the de-brutalisation of individuals and societies. But that is not to forget that de-brutalisation is perhaps best exercised as a by-product of constructive activity, empathy and the de-escalation of the harm in lives more broadly. Indeed, this research suggests an holistic package of measures throughout to attempt this, which are summarised in the following conclusionary chapter.

Chapter Summary

This chapter has looked at those things that might represent a risk to sharing de-brutalisation and has shown that tolerating crime, brutal cycles, dishonesty, harm and

⁶³ See the discussion of Technological Monitoring in Re-Bootting Constructive Activity in Chapter 3

⁶⁴ See the discussion of Progress Tariffing in Re-Bootting Constructive Activity in Chapter 3

⁶⁵ Naomi Long MP speaking of the rioting in Northern Ireland

absences of constructive activity, personal responsibility, personal life control, empathy and sensitivity to caring might all allow brutal ways of being to be sustained. Sharing de-brutalisation seeks to anachronize such ways of being, but without deploying punishment to do so. Indeed, this chapter has demonstrated how punishment itself can also represent a risk to sharing de-brutalisation, which is not to say that non-adherence to rules can be permitted, only that enforcing adherence needs to be consistent with de-brutalisation. Moreover, any such rules themselves should not go unchallenged either, such that those rules need to be demonstrably worthy of adherence through being consistently de-brutalising in themselves if they are to merit that adherence. In this regard the conclusionary chapter that follows draws attention to the basis for such rules that could already exist within the UNDHR and the World Economic Forum's Challenges. It also draws together the manner in which these bodies' ethics are echoed in this research, highlighting constructive activity, empathy and the de-escalation of harm as the key areas for development, such that human and world potential need not be wasted. However, enforcement thereof potentially represents a key dilemma and this is addressed in the enforcement section of the final chapter that follows, which section draws upon this chapter, summarising it in the tabular summaries of its enforcement section at tables 12.24 to 12.29.

CHAPTER 12: CONCLUSION

Throughout this research, the same package of measures seemed repeatedly relevant for possible consideration, as illustrated in each chapter summary and drawn together in the measures-summary below.

Measures-Summary				
<p>Employment</p> <p>or other Participatory Contribution as</p> <p><i>Constructive Activity</i> through work, education, training, charity work, starting a business or disseminating quality parenting or any other alternative project or contribution that suits an individual and fits with their life in rewarding, advancing, non-harming, pride-giving active pursuit of goals in non-harming ways with quality productivity in performance and as the</p> <p>Conduit for Sufficient Payments to Fund Quality Lives, services and obliged insurance for times of need, including for health care and social care and for retirement, to</p> <p>Make Wealth To Fund Services through constructively exercised personal responsibility, aspiration and independence to end unemployment, money without effort and effort without money</p>	<p>Education</p> <p>in a Fully Funded Full Range of</p> <p>Youth Opportunities and Fully Funded Lifelong Education based on advancing development of aptitudes and appetites and well-being and happiness, including a certified life preparation course, culminating in a valuing rite of passage into a consistent age of adulthood to</p> <p>Make Wealth Creators To Fund Services nurturing</p> <p>- Advancement Focus and Identity</p> <p>- Channelled Endurance in Attraction - Constructive Prominent Belonging - Appropriate Persistence, Change and Selection - Personal Responsible Activity - Resilient Faith in Personal Capacity – in <i>Constructive Activity</i> and constructive, flexible thinking fostered from childhood</p>	<p>Re-Boot Constructive Activity</p> <ul style="list-style-type: none"> - take timely and sufficient action on mental and physical health problems - provide sufficient regulated access to substances and/or medication to enable positive functioning - ensure the loss of gain from harm - in response to harming action, endorse life preparation certificates and facilitate their retaking - in response to harming action, provide a risk-monitoring and autonomous-progress response of mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all. - ensure protection for women and children, preventing disruption to their lives, and training of expertise in parenting - ensure interventions are early when quality of life is lacking to end tolerated downward life spirals, social isolation and harming social interaction with client-led appropriately timed and timely holistic action to ameliorate brutalising experiences and to build social inclusion and autonomous engagement with fully funded advocacy for all involved and authorities as resources for clients - require and monitor openness and demonstrated honesty on narrowly pertinent questions and actions of public relevance, including political decisions and brutality, utilizing multiple mutually checking technology as it emerges 	<p>Empathy in Equality of Diversity</p> <ul style="list-style-type: none"> - ensure respectful and valuing media representation of diverse lives and respectfully expressed and heard uncensored diverse views with clear delineation between opinion and demonstrable fact - uphold empathetic behaviour and treatment in pursuit of constructive solutions/moralities/drives and desires - ensure compassionate humanisation in morality, ideology, pragmatism, politics, discussion and religion with respectful interaction and self-expression - support quality relationships, domesticities, family lives, parenting and childhoods - provide for cultural and political participation, self-realization and protection, including of dignity and personality, as well as freedom of thought and its expression and of movement and residence and to associate, or not, and from arbitrary interference, alongside upholding duty, including to provide humane treatment, information and respect for others and their rights, including for those marginalised by inequality and hostility to diversity, without individuals having to suffer to fight for these rights in automatic implementation of the UNDHR to ensure the equality of the value of lives 	<p>De-Escalate Harm in Protection Inclusivity</p> <ul style="list-style-type: none"> - require active ethical custodianisation in all ownership and profit - provide advancing and safe contexts and locations and homes for all - enable ethical delegation to authority by aligning law against harm and preventing any form of exclusion from any type of protection - provide automated instantly accessible transparent universally applied rules guides easy to operate and understand, online and providing straight forward situational legal escape routes - enable sustainably structured technically monitored and assisted driving to be available for all - ensure policy activity involves everyone, including in defining brutality, and in creating policy, including to de-brutalise brutality, building shared understanding, working in cooperative ways where all voices are respectfully heard in resistance-friendliness - provide policy consistency in accordance with a totality of values including in consistent morality on violence in consistent execution of consistent law - arrange society's institutions as resources for people, with institutions to represent the whole of society that provide constructive educational/training/societal/ and official experiences - enable automatic implementation of the WEF challenges in a fourth industrial revolution of non-harming industrial, ownership and business practices through shared world 'solidarity' in protecting the shared world and its beings, without needing individuals to have to suffer to fight for these progressions - only use natural capital [e.g. natural assets like land, air, water, flora and fauna] when physicalised [e.g. as industrial sites (land) industrial dustbins (air and water) industrial materials (flora and fauna)] in a manner to protect and share natural capital

Tab. 12.1 Measures-Summary

This conclusionary chapter now reflects these in terms of the UNDHR and the World Economic Forum's Challenges, as well as in terms of the possibility of their implementation through a 5 Point Plan, whilst also considering the dilemma of enforcement without deploying brutality. By using crime and punishment as an exemplar to explore inherent harm and wasted potential across a full social breadth¹, it seeks to expose areas of need in order to highlight those around which mechanisms might usefully be based to anachronize these areas through a process of sharing their de-brutalisation. It is the mechanisms by which this sharing might be undertaken without deploying brutality for their enforcement with which this chapter, and with it this research, culminates.

Throughout the research the universality of people, and their sense of that universality, seemed demonstrated², alongside their differences in moralities and understandings, from which the role of rules, and the means to re-boot rules adherence, emerged³. This study appeared to show the importance of equality and diversity in consistency over this⁴, with activity needing to be consistently compatible with empathy and the de-escalation of harm⁵. In this regard, policy consistency in accordance with a totality of values in the consistent execution of consistent law, as well as in terms of building shared understandings that involve everyone in resistance-friendly policy activity was discussed in chapter 1's literature review of the theory of brutality in its social breadth⁶ and illustrated in tab. 1.3⁷. This table and literature review also outlined the importance of enabling ethical delegation to authority, in which respect the table below highlights

¹ See Chapter 1

² See Chapter 2

³ See Chapter 3

⁴ See Chapter 3

⁵ See Chapter 9

⁶ See Chapter 1

⁷ A Shared Vision of Change in Chapter 1

some of the problems that might currently mean delegation is actually facilitating unethical practices, alongside a lack of ethical oversight of inhumane structures, worsened by grinding sluggishness and uncaring unresponsiveness.

Inhumane Structures**	Unethical Delegation***	Grinding Sluggishness****	Uncaring Unresponsiveness*
People cannot be de-brutalised until systems are structured for de-brutalisation* , such as with the availability of medication and advocacy, as well as ensuring people are being heard empathetically, having access to constructive activity and help to de-escalate harms such as substance abuse and violence, likely to be exacerbated by the anguish and fury respectively described above. If people are to turn to the authorities, rather than violently self-advocating or harmfully self-medicating, then the authorities surely have to be able to demonstrate that they will help and won't make things worse.	People are being 'punished' with a 'loyalty penalty' of around £877pa if they 'don't keep checking' the prices of things (Gompertz 2018 ⁸). Likewise, people have to constantly check where anything they buy comes from if they don't want to buy unethical products. People should be able to trust their delegation to authorities to ensure what is done is ethical and economic* . Constantly checking is unmanageable, such things are delegated to representatives, such as the authorities, that need to ensure they deliver 'auto-compensation' (May 2018 ⁹) in all things, so people don't have to waste more time and money when they are failed.	Low productivity means slow delivery on everything, i.e. all decisions and permissions, as well as justice, stifling the economy and people. Swift excellence in delivery* in all things is needed to ensure those who want to change or achieve can do so quickly while the Turning Point discussed in this research is present and fresh.	You cannot treat symptoms as one-off events to be paid for or forbidden, they must be investigated as symptoms and that which they evidence addressed* . When problems appear, they cannot be allowed to persist to become habit or to launch escalation, as discussed in this research.

Tab. 12.2 Inhumane Structures/ Unethical Delegation/ Grinding Sluggishness/ Uncaring Unresponsiveness

Sharing de-brutalisation seems likely to require an end to such practices if society is to become worthy of its citizens. Conversely, those citizens, might also need to be properly prepared for their citizenship prior to a reasonable age of adult citizenship, such that criminal responsibility does not tarnish lives when children are only 10 years old, while denying them a vote until they are 18, with all manner of disparate ages requiring adult decisions from children in between. Sharing de-brutalisation requires responsible adults, which, in turn requires children to be nurtured into becoming those responsible adults before they are required to make those decisions.

⁸ Speaking on the One O'Clock news 28th Sept 2018, BBC.

⁹ Giving the Keynote Speech at the Conservative Party Conference, BBC.

Preparation for Citizenship

If a person can be held criminally responsible, including having responsibility for sex crimes, at 10, it seems strange that they cannot give sexual consent even 5 years later at 15. Perhaps a preparation for a rite of passage into a standardised age of licenced adulthood, supported by availability of advocacy and medication, **within systems structured for de-brutalisation that investigate brutal actions as symptoms that evidence what needs to be addressed, ensuring swift excellence in delivery in all things within a system that ensures delegation to authorities is enacted faithfully in ethical and economic ways.* Such a licence could be endorsed, or even revoked, subject to the progress-tariffing discussed in this research, upon failure to deliver the adequate levels of responsibility also discussed in this research, but always swiftly capable of re-acquisition through lifelong access to life preparation courses.

Tab. 12.3 Preparation for Citizenship

Sharing de-brutalisation also seems to require an end to tolerating crime, brutal cycles, dishonesty, harm and absences of constructive activity, personal responsibility, personal life control, empathy and sensitivity to caring, while needing non-punitive responses to non-adherence to such.¹⁰ Principle amongst these seemed to be prioritising constructive activity, including education and employment¹¹, alongside empathy and the de-escalation of harm.¹²

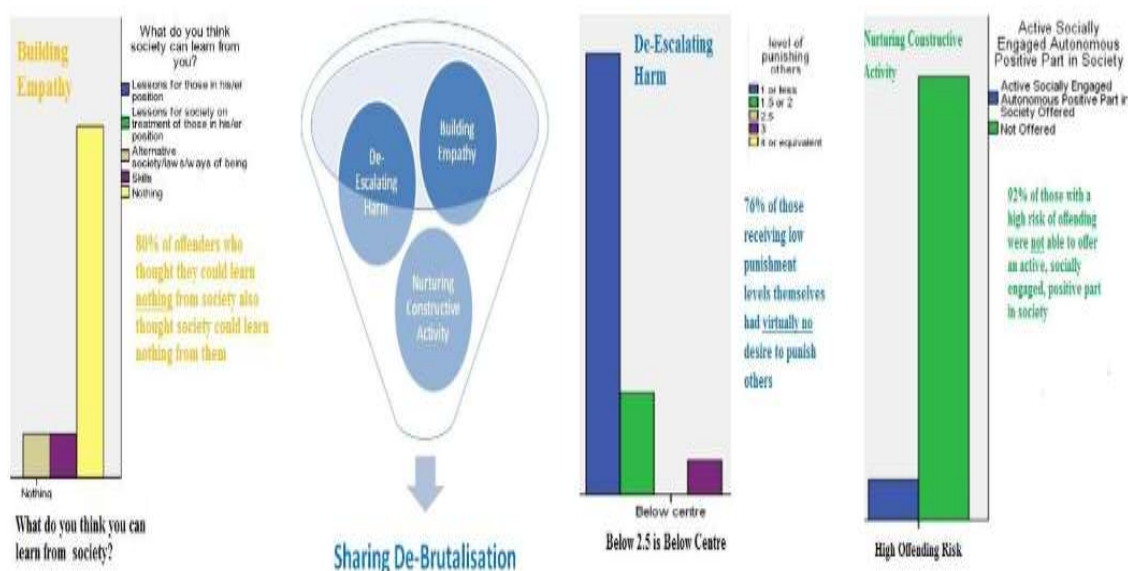


Fig. 12.1 Sharing De-Brutalisation: empathy, harm and constructive activity

¹⁰ See Chapter 11

¹¹ See Chapter 8

¹² See Chapter 9

In terms of the de-escalation of harm, it would seem difficult to ameliorate harm unless it is openly transparent to enable timely holistic action in response to it, as well as making it safe to be open by sharing any such response thereto in empathetic and constructive ways. Without this shared openness in transparency and responses to it, the power to judge and sentence when something is brutal could simply remain in the hands of those who can access the knowledge in support of their own esoteric judgements thereon. ‘Knowledge is power’***** and ‘secreting or hoarding of knowledge or information may be an act of tyranny’** as, ‘if you can control information, you can control people.’*** ‘The control of information is something the elite always does’**** and any ‘elite’ may not want to provide knowledge, or emphasise it, where it does not coincide with action it wishes to take.

***** ‘Knowledge is power.’ Francis Bacon	**‘The secreting or hoarding of knowledge or information may be an act of tyranny.’ Robin Morgan	‘The control of information is something the elite always does’****, particularly in a despotic form of government. Information, knowledge, is power. ***If you can control information, you can control people.’ Tom Clancy	‘We can’t be in an ideological battle to redeem the soul of this country if we don’t have the *facts.’ Tavis Smiley
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Tab. 12.4 Quotations

In this regard, former Prime Minister May emphasised the knowledge of Syria’s chemical weapons because she wished to bomb Syria as a Red Line Marker to prohibit ‘normalising’* such poisons¹³. This in contrast to the absence of such drastic markers regarding normalised poisons in industrial chemicals, despite the fact that The Lancet indicated nine million deaths worldwide were linked to pollution in 2015. The indifferent killer not only considered less culpable than the intentional killer (Hillyard

¹³ That is not to say that bombing to enforce markers is or is not in itself brutal, perhaps depending on evacuation warnings and targeting, as, in effect, it simply constitutes destruction of danger where no other access is possible, as long as all livings things are evacuated and warned

and Tombs 2005), but actually permitted in some contexts, even whilst being condemned as *'brutal'** in others.

*Prime Minister May spoke on the 9th April 2018 about *'brutal'* Syrian chemical attacks and on the 13th April 2018 justified air strikes on Syria because of the importance of preventing the *'normalising'* of the use of chemical weapons.

Tab. 12.5 Former Prime Minister May Quotations

Indeed, not just permitted but honoured in some contexts just as vehemently as it is despised in others*.

*Anecdotally this researcher was serving in the military when a Pira IED killed two children in Warrington and she witnessed the viscerally furious reaction from military colleagues, directed also at her when she asked them how many children they thought their own military had killed in Iraq (in what turned out to be only the first Gulf War) with invisible attacks from the sky in just the way in which Pira undertook invisible attacks in dustbins. Whilst medals were given for an Iraq campaign which did not *intend* to kill civilians, but nevertheless killed far more than were deliberately killed in Warrington, it was Pira in Warrington that was despised.

Tab. 12.6 Consistency

Any *'ideological battle to redeem the soul'** of humanity from all such brutality, might require consistent judgements on whether something is brutal or not, regardless of its context, perpetrator or victim, as well as ensuring transparency and equal weight to all the *'facts'** and all the protagonists, to enable universal assessment of whether de-brutalisation is being genuinely shared, such that all *brutalities** might be responded to with *de-normalisation** consistently and accountably with no one given a value below another. Sharing de-brutalisation considers this in recognition that *'we are all human, and all do wrong'** and that *'tis hard to live in a world where all look upon you as below them'***, while asking *'is it justice to make evil and then punish for it?'****.



Fig. 12.2 Sharing De-Brutalisation

Sharing de-brutalisation focusses instead on de-escalating the harm of doing ‘wrong’, building an empathy that does not view anyone as ‘below’ and on ‘making’ constructive activity, with all its potential, rather than ‘making evil’, such as crime to be punished, in order to tackle inherent harm with constructive activity. In this regard, the research showed how brutality of activity could be the root of preventable harm, with offender status, social exclusion, punishment, lack of rules-protection, harm-insensitivity and brutal functioning all playing a part in this.¹⁴ Likewise, the research also seemed to demonstrate the barriers that might exist to replacing any such brutal functioning with constructive activity instead¹⁵. These barriers seemed to include problems, responding to problems by problematising them further, such as by offending in response to problems, alongside the existence of barriers to functioning, such as an individual’s physical or emotional state or their substance use, propensity to defer action or their dependency on others for action¹⁶. The relationship between this dependency and punishment is illustrated in fig.11.27¹⁷ in chapter 11¹⁸. In this regard, the importance of

¹⁴ See Chapter 4

¹⁵ See Chapter 5

¹⁶ See Chapter 5

¹⁷ Punishment Level and Dependency/Independence

¹⁸ See Independence in Tab. 12.1 Measures-Summary in Chapter 12

transitioning from functioning liabilities, such as dependency, to functioning assets instead is considered in chapter 6 of this research. The research appeared to show that the critical factors to transition seem to be transitioning from worklessness to work, from focussing difficulties to education, from practical difficulties to aspiration and from financial difficulties to financial security, all of which are addressed in the measures-summary at tab. 12.1 above ¹⁹.

This measures-summary is designed to suggest ways to address all the issues of concern that arose throughout the research, in terms of the role of people, and their states of being, in transitioning from functioning liabilities to functioning assets in order to enable constructive activity²⁰. The research also investigated how to nurture that constructive activity and advancement therein, which investigation seemed to suggest the importance of prosocially achievable aspiration, motivation, action, planning, strategies, stages, movement, expression and happiness in this.²¹ It appeared to show the critical role of the inter-relationship between people and systems and the benefits of autonomous engagement of the former with the latter within this²² to improve contextual functioning options, highlighting the need in this to expand capacity, visualisation, changeability, choice, access, rights and the use of time, while improving habits and decision-making.²³ Actions such as these are central to share de-brutalisation by advancing lives in the ways outlined in chapter 10, where active social engagement, quality relationships and appropriate cherishing treatment, but not indulgence, all appeared helpful²⁴.

¹⁹ See Chapter 6

²⁰ See Chapter 6

²¹ See Chapter 7

²² See Chapter 9

²³ See Chapter 9

²⁴ See Chapter 10

In addition to which, official interventions seemed to need to better encourage personal responsibility, better address substance use and to be more focussed on advancing lives by deploying constructively advancing alternatives to punishment and nurturing constructive advancement themes.²⁵ Any such official interventions might require appropriate and timely access and processes between the individuals and systems involved, with concerns over the lack of which being highlighted by the problems with short prison sentences*. These sentences appear to escalate harm by further harming harmed lives without providing adequate or appropriately used time to embed constructive alternatives instead.

***Concerns over Short Prison Sentences**

Short prison sentences have no rehabilitative value (Coulsfield 2004) and do not fulfil their purpose (Halliday 2001) but instead have a negative impact with lost family accommodation and jobs and resultant debt problems (Masson 2012). Indeed, for 86% of imprisoned mothers it was the first time they were separated from their children, with an average sentence of only 95 days*, while harming the relationship between mother and child and with others and society as well as the mother's mothering role (Masson 2012).

Tab. 12.7 Concerns over Short Prison Sentences

Knee-jerk short-sentencing responses without regard to consequences might actually be no different than that which Zamble and Quinsey (1997) describe as offenders' own knee-jerk short-termist reactions to problems with little regard for consequences**.

**** Sentencing Echoes of Offenders' Own Short-Termism**

One participant spoke of offending for short-term material and sexual gain, without having had regard for the long-term consequences of loss of respect, relationships, job and money, as well as going to prison, that resulted from it²⁶. However, some participants saw that prison part of the consequences as preferable to probation, solely because it was easier and over more quickly than probation²⁷. However, other participants spoke of the benefits of prison, including as a very short, sharp shock, such as a night in the cells²⁸.

Tab. 12.8 Sentencing Echoes of Offenders' Own Short-Termism

²⁵ See Chapter 10
²⁶ 'How would offending hinder your goals?'
²⁷ 'If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?'
²⁸ Speaking of efficacious responses to their offending as seen in Supporting Desistence in the Personal Responsibility In Interventions table

Nevertheless, ****one night in the cells** might be viewed as very different from ***95 days away from one's children**. There might, therefore, be short and *very* short. However, if responses are so short as to be inconsequential, they may defeat their object, such as where one participant had wanted his driving ban shortened.²⁹ Indeed, the former prison's minister Rory Stewart understood short sentences are 'long enough to damage you and not long enough to heal you'. This researcher hopes this move towards thinking of punishment and crime in terms of 'damage' and 'heal' might provide an opportune moment to consider these concepts in terms of sharing their mutual de-brutalisation and thinking of brutalities, such as crime, as symptoms to be healed, not to be caused further damage. Any such approach would still need sufficient time to be effective and may also need to ensure termination of that intervention as soon as it has been effective, to **allow individuals to move on***** and start achieving their life goals constructively as quickly as possible instead. The time needed as sufficient is likely to vary between individuals, but should never be contingent on lack of appropriate help, as it would be unethical to require progress without the means to make that progress.

Self-Expression Positions Adopted ³⁰
Morality - pertaining to right and wrong Ideological - pertaining to operational righteous certainty Pragmatic - pertaining to operational efficacious reality Humanist - pertaining to operating humanely Political - pertaining to systemic operation religious - pertaining to God emotion - pertaining to communicating emotional issues
Pragmatically politically advocating as effective providing the learning opportunities that probation represents to face and reflect upon offences but in a manner that is more short-lived than currently and allows an offender to then move on***
Pragmatically humanistically advocating a more short-lived probation process than currently to allow offenders to move on*** and leave the upset of their offences behind

Tab. 12.9 Self-Expression Positions Adopted

²⁹ ‘What are you intending to do about those obstacles?’
³⁰ Excerpts from this table in Chapter 3 as summarised from the broad spectrum of comments participants wished to make as part of the conclusion of the interview as outlined in the Participants' Self-Expression Appendix

The progress-tariffed sentencing suggested by this researcher as a possible way to respond to harming action could provide mechanisms for demonstrated progress which allow for immediate progress to be demonstrated with swiftly responsive progressive assisted release from monitoring and containment and enabling alternatives to harm with objective action-measurements of specific harm-reduced risk-proportionate specific action to assess progress-tariffs in meeting required expectations specific to harm caused in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all, alongside required expectations specific to the harm caused as a risk-monitoring and autonomous-progress model of harm-response.³¹ This suggestion, along with that of monitoring honesty on narrowly pertinent questions and actions of public relevance, including political decisions as well as more overt harms, utilizing multiple mutually checking technology as it emerges, are both likely to be highly contentious, but the researcher nevertheless considers them worthy of discussion³² in the light of difficulties in preventing repeat harm*.

Criminal Justice Statistics quarterly, England and Wales, year ending December 2018 (annual) Published 16 May 2019 by the MoJ

* ‘Since 2010, the proportion of offenders with a long criminal career (more than 15 previous cautions or convictions) has increased. In 2018, nearly two-fifths (37%) of the offending population had a long criminal career; an increase of 10 percentage points since 2008.’

Tab. 12.10 MoJ Figures

This is especially the case when only 7.8% of crimes even lead to charge, meaning there is a greater than 92% chance of never being called to account, let alone held to

³¹ See Chapter 3

³² See Chapter 3

account**.

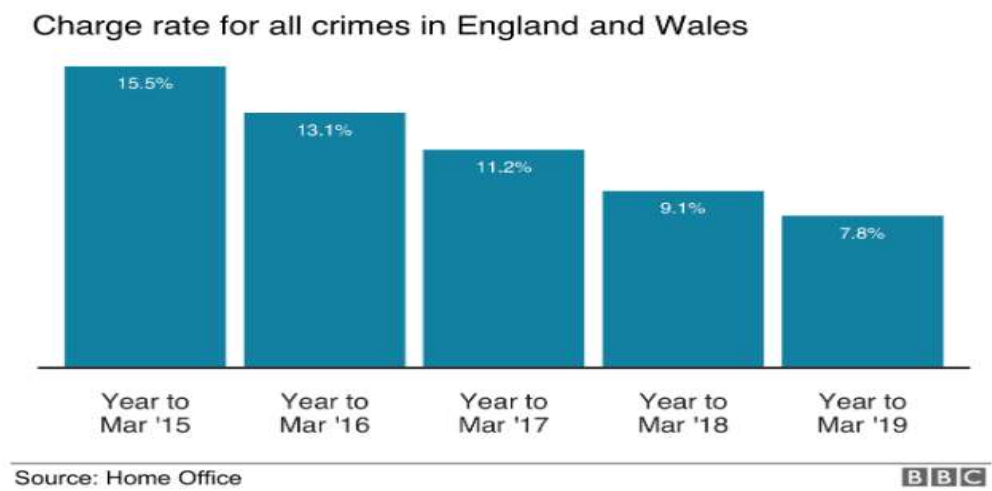


Fig. 12.3 Charging Rate for Crimes

However, given the length of time that participants thought it would take them to achieve progress in their life goals, with only 14% thinking this could be done quickly, ensuring systems can actually effectively hasten this process would seem likely to be central to any legitimacy in any such contentious matters.

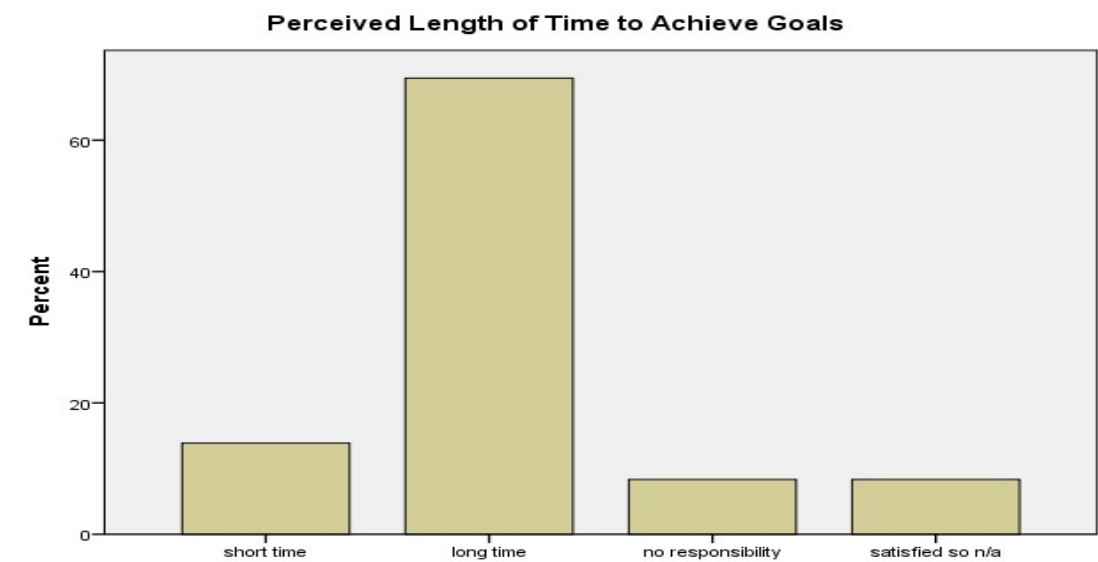


Fig. 12.4 Perceived Length of Time to Achieve Goals

The slow speed of current achievement might be at least partially due to low time-productivity, not only in service-users, but also in their **service-providers***, just as it is in the economy more broadly³³.

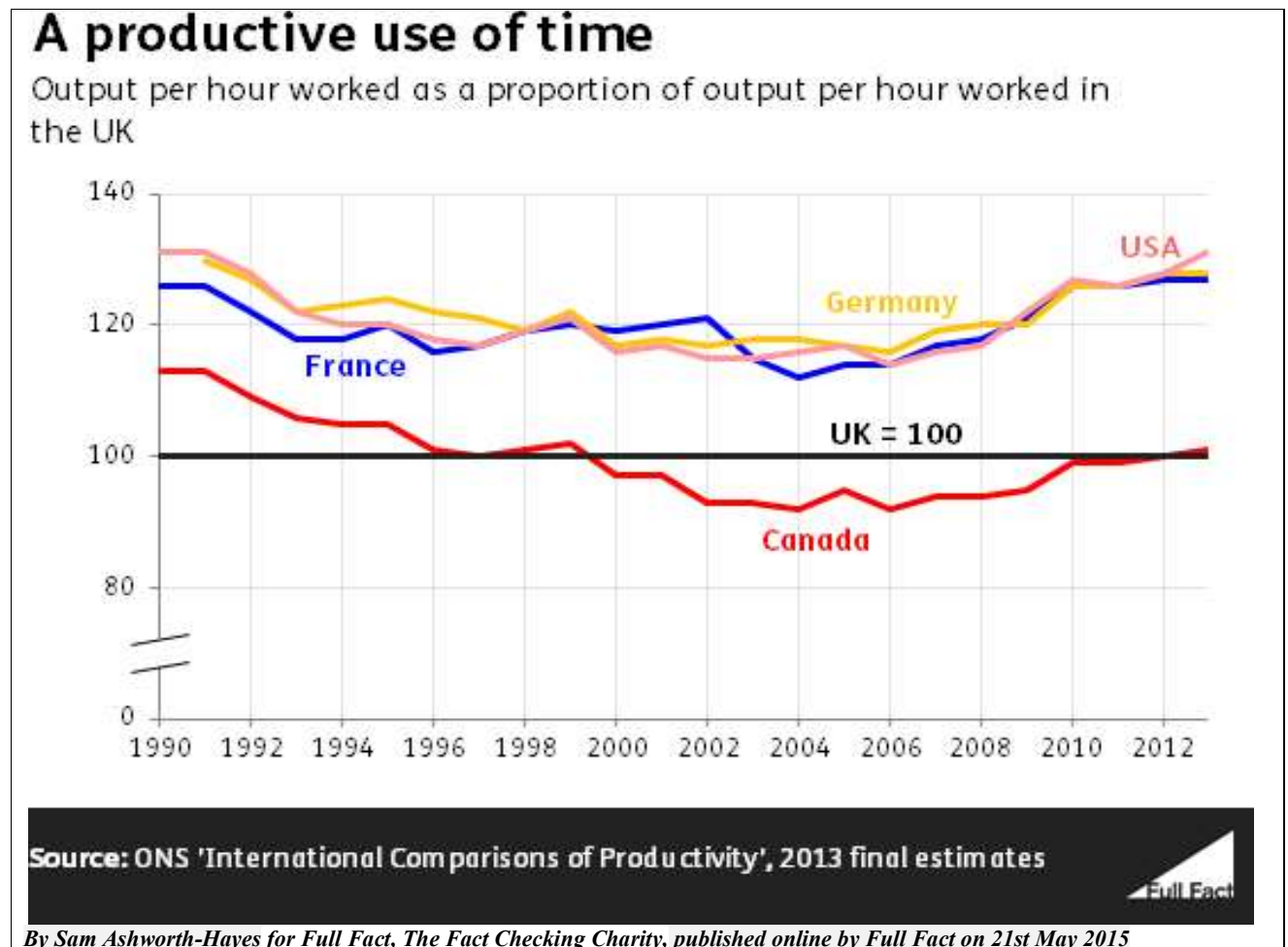


Fig. 12.5 A productive use of time

Participants wanted professionals who ‘took the time to spend plenty of time with me’³⁴, but, if this is not how **time is being well and productively used***, then excellent such services cannot possibly be **afforded**** by the society that has to pay for them.

³³ The comparable economies of USA, France and Germany are more than a quarter more productive than the UK, while Canada overtook the UK as well in 2012 (Sam Ashworth-Hayes for Full Fact)

*As part of the researcher's charitable practical application³⁵ of the theory within this research, she has noticed that at every event ostensibly arranged for service-users that she has attended over more than a year in Northamptonshire, service providers have unfailingly focussed their time almost wholly on each other rather than on the service-users. Furthermore, this researcher's most recent casual encounter, as part of her practical application, with a charity worker, paid from council funds, saw that casual encounter swiftly create a way forward, only for that worker then to want to arrange a meeting 'over a nice cup of coffee' to discuss what had already been swiftly decided.

**This seems particularly critical to the use of limited funding in this county that has 'effectively gone bust' and stands in the vanguard of local authorities in a 'cash crisis' as 'a taste of things to come for councils'³⁶

Tab. 12.11 Example

Everyone is surely entitled to be enabled to interact constructively with society, and to have access to the knowledge and any championing needed to be able to ensure this, in equitably optimised ways, with, perhaps a distinct difference between needing a professional such as a lawyer or accountant to *explain* the laws that govern people and wanting a champion to *advocate* for oneself within those laws. The first might be tackled in part by an easily accessible online guide, such that no one has to pay to know the law, while the later might require being fully legally aided when needing to be championed within that, if the law is to be accessible to all. The 'object' of lawyers 'should always be to draw the simplest, shortest and cheapest document which will be easy to understand'(Campion 200:1958) and this must apply equally across law for full transparency more broadly if law is to be accessible to all those subject to it.

Optimising Interaction Equitably

Most particular to this must assuredly be much improved access to knowledge of the laws and taxes that respectively govern and fund the society with which individuals are expected to interact, such that everyone can optimise their interaction therein, perhaps by means of automated online key-word access to synopses.

³⁴ 'If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?'

³⁵ This application was not scientifically undertaken. It amounted to anecdotal evidence based upon the researcher's charity's work with beneficiaries and authorities, reflecting the issues that arose as part of this.

³⁶ Patrick Butler writing on the Guardian Website on the 6th February 2018

Without this universality of knowledge, *'the elite'*³⁷, who have the financial capacity to employ lawyers and accountants to provide that *'knowledge or information'*³⁸ as the *'power'*³⁹ of *'facts'*⁴⁰ with which to optimise their interaction with society, can continue as such, whilst, for others, 'social exclusion'⁴¹, or at least *social limitation*, might simply remain inevitable. There would, thus, seem to be a case for universal free access to lawyers and accountants, just as there currently is (at least to some extent) to health and education. Yet, to provide this would have still more problematising funding cost implications if national productivity is not improved.

This access could also be addressed by simplifying law and tax to a point where it can cease to be so esoteric and become more universally straight-forward and self-explanatory, with its components capable of being broken down into a relatively simple illustrated step-by-step laymen's online synopsis. Without such facilitated access to systemic knowledge, effective autonomous engagement with society, and the systems that govern it, might continue to be confined to an elite few.

Tab. 12.12 Optimising Interaction Equitably

Without this, authentic social inclusion and the opportunity for autonomous engagement with society would seem to be handicapped, while making a mockery of tackling the brutality of individuals by permitting systemic ones to remain. Being able to nationally afford to genuinely support full social inclusion and autonomous engagement is likely to be critical to the suggestions made in this research. In this way, a constructive cycle of universal, excellent, productively active contribution that pays for services to optimise universal, excellent, productive activity, might replace a less constructive cycle of limited, limiting or wholly lacking poor-quality low-productivity that restricts the availability of service-funding while increasing the need for it.

³⁷ Tom Clancy, as discussed on page 5 of this Conclusion.

³⁸ Robin Morgan, as discussed on page 5 of this Conclusion.

³⁹ Francis Bacon, as discussed on page 5 of this Conclusion.

⁴⁰ Tavis Smiley, as discussed on page 5 of this Conclusion.

⁴¹ Having said that, when this researcher first heard the term 'social exclusion' she thought that at last she had found a label applicable to her own relationship with society, despite her financial privilege, as this label wholly embodied her own perception of her relationship with society as characterised by being unable to participate in it because of being scorned by society for her discomfort within it and failure to conform to it. When her research supervisor disabused her of this interpretation, linking this label specifically to financial exclusion, it was experienced as a bereavement by this researcher, as she had, and has, always felt 'socially excluded', regardless of her wealth, and felt that, with the loss of this label, she had lost some new-found link to being socially understood.

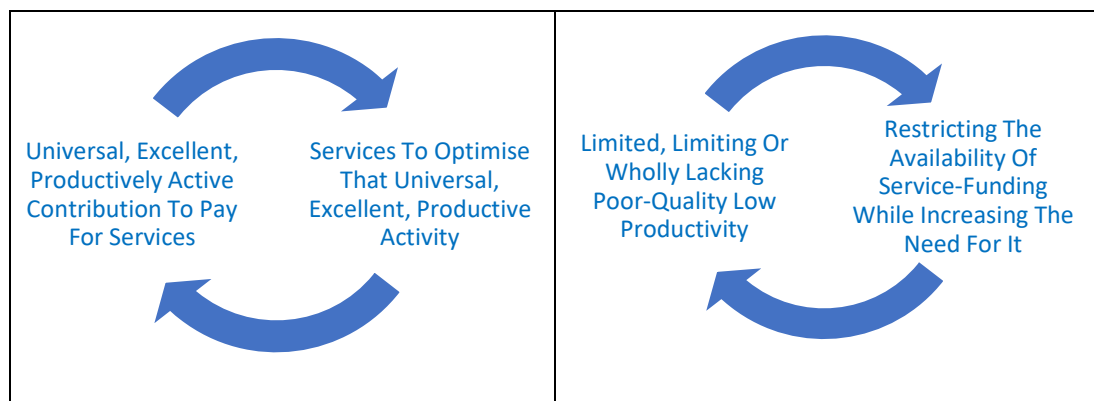


Fig. 12.6 Supporting full social inclusion

This seems likely to focus attention on the importance of making wealth, making wealth-creators and re-booting that making when it is lost, as much as on ensuring any such ‘making’ is undertaken empathetically and without causing harm. In this regard, acquisition through employment seemed to be helpful⁴², with money having a relationship with empathy and harm that cannot be ignored⁴³. Likewise, the principle functioning liability standing in the way of any such constructive activity, namely substance use, which also seemed to anaesthetise* people against caring about empathy or harm, must surely also be addressed if progress is to be achieved.

Substance Use

Substance use was the predominantly cited Main Functioning Liability⁴⁴ in this research and substances made people **‘numb to the outside world and didn't care for nobody’* as a reason for causing harm⁴⁵. They were needed for **‘chilling’* or being **‘happy’*, as well as being linked to brutality, with all those with a high offending risk acknowledging an increase in substance use as a prelude to offending.⁴⁶

Tab. 12.13 Substance Use

Any such progress requires the contribution of everyone based on sharing an interest in society. As ‘we can do our little bit butwe are very small compared to the rest of the

⁴² See Chapter 8

⁴³ See Chapter 9

⁴⁴ See The Moving from Functioning Liabilities to Functioning Assets Section of Chapter 6

⁴⁵ When asked ‘why is it that you have caused harm?’

⁴⁶ See The Functioning Barriers and Substance Use Section of Chapter 5

world' (Winslade 2019⁴⁷)

*Shared Interest

A lack of mutuality of interests between an individual and society⁴⁸ appeared to be related to high offending risk⁴⁹, while 86% of those with a low offending risk had a Shared Social Outlook, in terms of believing that a mutuality of interest existed between themselves and society.⁵⁰ Half the cohort, as far as an odd number can be halved, *leaned* towards a *unison* with society, in the superlative and total way required in the offered question 'Do you think that **whatever** is in society's best interests is also in your **best** interests?' and half did not, **but all but one** participant **at least partially** saw their 'best' interests as coinciding with 'whatever' is in the best interests of society, with only 1 of them not accepting **any** mutuality of interests.

This may provide an insight into the widespread potential for enhancing the self-interest in shared interests, to proliferate totality (embodied in the word '**whatever**') and superlativity (embodied in the word '**best**') of any sense of mutuality with society⁵¹, developing a sense of mutuality between people and society.

Tab. 12.14 Shared Interest

Collectivised contribution might be enhanced by highlighting the self-interest in shared

interests*, which, in turn, might rely on a sense of fairness amongst those sharing.**

Even those with a high offending risk had a clear notion of this fairness.***

Fairness Amongst Those Sharing

**Participants spoke of the need for just and fair treatment⁵² and, among those with mixed responses to the notion of being resentful when punished, were ideas that resentment 'depends on' whether s/he feels the sentence/treatment was fair.

***83% of those who supplemented their 'no', or partial 'no', to the notion that punishment made them resent society with an acknowledgement of the benefit and/or justice of their punishment or who said they were not resentful when 'I know I've done wrong' or need to be punished, including in order to be 'shown the right way', viewed their level of punishment as high.

Tab. 12.15 Fairness Amongst Those Sharing

However, fairness is likely to be problematised by differences of opinion**** on what

it constitutes, not to mention what inappropriate uncontrollable factors might undermine

its application*****.

⁴⁷ Speaking as a farmer on farming in terms of global warming on the 19th Aug 2019 on BBC News

⁴⁸ Torn Social Outlook, as opposed to a Shared such outlook

⁴⁹ See Chapter 2

⁵⁰ See Chapter 4

⁵¹ 'Do you think that **whatever** is in society's best interests is also in your **best** interests?'

⁵² Speaking of efficacious responses to their offending as seen in the Supporting Desistence column in the Personal Responsibility In Interventions table

Fairness, Opinion, Legitimate Fact and Justice

****In terms of differences of opinion, the introduction to this research already drew attention to differing views on the fairness of tax vis a vis property, with tax seen by some as theft (Rothbard 1982), while property is theft to others (Proudhon 1840).

*****In terms of objectively relevant uncontrollable facts, factors like **attractiveness***, which Krantz (1987) links with popularity, especially in **females****, regardless of fairness, might need to be overcome as inappropriate to consistency in response, as opposed to gender per se, that might be appropriate in certain ways but not in others, as discussed in this research on sharing de-brutalisation.

Tab. 12.16 Fairness, Opinion, Legitimate Fact and Justice

In this respect, the administration of state responses is currently potentially
inappropriately* affected by such things as the ***attractiveness bias** and ****personal attitudes to gender**.

*Anecdotally this researcher remembers a JP doing everything in her power to persuade a prosecution barrister to ask for a harsher sentence against this researcher, only to be refused by the prosecuting barrister, and to be told after the sentence by the Clerk of the Court that he had known 'as soon as I saw you' that this judge would find you guilty.

*Likewise, when taking the MOD to court over her dismissal for being a lesbian, her solicitor said the outcome would depend on the judge allocated to the case.

Tab. 12.17 Prejudice

Cases are not always decided on the 'facts', they are decided on 'emotion' (Greenberg 2018⁵³)*.

*Facts and Emotion or Opinion

The Supreme Court nomination of Judge Kavanaugh in the USA in 2018 dissolved into emotional camps based on political outlook, with all the respective hopes and fears of the camps over the likely inherent leaning of that court for years to come⁵⁴. To this researcher, what Kavanaugh might have done as a teenager, around which the debate revolved, appeared less relevant than his religious beliefs. Such beliefs, not being based on objective facts, would seem, to this researcher, to present a substantial barrier to being fit to judge, as any propensity to make judgments without facts, as possibly exemplified by religious belief, appears incompatible with sitting in judgment of others, just as his apparently angry emotionality when giving evidence to the Senate Judiciary Committee might also do.

Tab. 12.18 Facts and Emotion or Opinion

⁵³ Speaking on 'Last Chance Lawyer NYC' BBC.

⁵⁴ In discussion of the appointment of Kavanaugh to the Supreme Court in the Senate Judiciary Committee of the USA in 2018

Indeed, there can never in fact be justice any more than there can be fairness. Nothing can bring back a murdered child or unrape a woman. This leaves claims of justice with nothing more than reciprocal harm to offer, if responses are past-focussed on what has been done rather than future-focussed on progress. Whatever response is chosen, however, preventing recurrence must surely be at its core, even if that means any constructively active, empathy-driven, harm de-escalatory response is delivered under progress-tariffed technological monitoring or containment, including the opportunity to self-contain under that technological monitoring. Better still would be preventing it in the first place. Indeed, it is only through prevention that justice can be achieved, as preventing injustice is surely the only way to be just.

Sharing de-brutalisation suggests that prevention is best achieved through building the empathy that can make both crime and punishment unacceptable to individuals, the constructive activity that prevents potential being wasted in crime and the de-escalation of harm that might usefully replace punishment. It seems to need to encompass both autonomy and engagement in cherishing ways, as the antithesis of brutality, taking a cherishing shared de-brutalisation approach that recognizes what Lieberman says, namely that ‘all of us want to be better, to be fulfilled, and we are desperately seeking to use our potential and become something more’ (4:2005), such as going beyond crime and being enhanced rather than punished. In this way, sharing de-brutalisation aims to utilize these desires in order to anachronize crime, punishment, inherent harm and wasted potential, policed through demonstrable honesty.

This relies on desires being achievable and feeling achievable in de-brutalised ways and on early supportive intervention when people are living in unjust situations, rather than

waiting to respond only when they respond to this injustice in kind.*

***Living in unjust situations and responding in kind**

Significant numbers of those with mental health problems within the criminal justice system had other problems and substance addiction, such as nowhere permanent to live and no job and many drew no benefits and did not have a doctor ⁵⁵ (Esmee Fairbairn Foundation 2004). Many offenders were brought up in care (Russell 2012) and they, along with others, may need help with prosocial modelling, skills accreditation and addressing the problems underlying offending behaviour (Coulsfield 2004)

Tab. 12.19 Living in unjust situations and responding in kind

Early helpful responses to problems might prevent problems escalating into barriers and could be more useful than waiting for **criminality or other brutality*** to emerge before acting. In this respect, the problems that both the United Nations and the World Economic Forum have identified and seek to resolve, namely in the UNDHR and in three strategic challenges respectively, go to the heart of the need to be far more proactive and holistic in tackling problems and in enforcing their resolution.

***As part of the researcher's charitable practical application⁵⁶ of the theory within this research, she met 'S', a former offender trying to move on with his life, yet left homeless, overstaying in a hostel, waiting to be evicted, subject to racial abuse, in danger of suicide, actively harming himself and threatening to return to crime so he could at least be housed in prison. In his despair, he was unable to advocate for himself without being aggressive, and thus risking adverse reports from his probation officer, making housing even more difficult for him to acquire. This researcher recognised that, if she herself was so poor as to be wholly reliant on the state for provision of such things as a home, she would be violent, as she would have nothing to lose. Indeed, she was **violent** in trying to secure her home from a former repeatedly returning partner. She **advocated** for 'S', also aggressively, but, not being on probation, without the attendant risks he faced, and he was given a home.**

Tab. 12.20 Emergent Need for Violence

⁵⁵ The Revolving Doors Agency that is funded by Rethinking Crime and Punishment

⁵⁶ This application was not scientifically undertaken. It amounted to anecdotal evidence based upon the researcher's charity's work with beneficiaries and authorities, reflecting the issues that arose as part of this.

Enforcement

The UNDHR avoids any mention of dealing with breaches to its precepts. It relies upon requesting signatories to ‘strive’ and ‘promote’ the achievement sought ‘and by progressive measures.....to secure their universal and effective recognition and observance’, but without reference to how to deal with any failure to so do.

‘.....keeping this Declaration constantly in mind, shall strive by teaching and education to promote respect for these rights and freedoms and by progressive measures, national and international, to secure their universal and effective recognition and observance, both among the peoples of Member States themselves and among the peoples of territories under their jurisdiction.’

Preamble UNDHR

Tab. 12.21 Preamble UNDHR

Indeed, it appears, not only to ignore the problem of enforcing the achievement sought, but also to recognise the risk that the declaration itself might be contradictory in terms of that very achievement, specifically stating that it must not be ‘interpreted as implying’ anything ‘aimed at the destruction’ of its achievement nor ‘exercised contrary’ to the UN itself, but without suggesting anyway to deal with any contradictions therein.

UNDHR – Some Contradictions

‘Everyone has the right to life, liberty and security of person’, as well as ‘the right to freedom of movement’, **but** the liberty or free movement of one might risk the life of another and when taking action on security it might require the risking of lives or the restricting of movement and liberty.

People ‘should act towards one another in a spirit of brotherhood’ without ‘any incitement to’ ‘discrimination’ or ‘attacks upon’ the ‘honour and reputation’ of another, **but** also have the right to ‘manifest his religion or belief in teaching’ and ‘practice’ with ‘freedom of opinion and expression’ and to ‘impart information and ideas through any media’ and are ‘entitled to all the rights and freedoms’ of ‘political or other opinion’, none of which latter might always be compatible with the former edicts .

An individual is protected in ‘free development of *his* personality’, **but** ‘education shall be directed to the full development of *the human* personality’, with the generalised latter appearing to contradicted by the more personalised former.

Likewise, ‘parents have a prior right to choose the kind of education that shall be given to their children’, **but** ‘education shall be directed’ in a prescribed way.

Article 30 UNDHR

Nothing in this Declaration may be interpreted as implying for any State, group or person any right to engage in any activity or to perform any act aimed at the destruction of any of the rights and freedoms set forth herein.

Article 29 UNDHR

(3) These rights and freedoms may in no case be ‘exercised contrary’ to the purposes and principles of the United Nations.

Tab. 12.22 UNDHR – Some Contradictions

By contrast, this research attempts to face the difficult issues of contradictions and enforcement that may challenge underlying principles of sharing de-brutalisation, by facing head on any ‘crimes’ against its ‘common standard of achievement’(UNDHR) and any ‘punishment’ thereof, by going beyond these concepts of enforcement and the targeting thereof, both of which run counter to the ethos of sharing de-brutalisation, to consider ways to expect and enforce it without compromising it. In this way it examines how ‘all peoples and all nations’ might work together ‘to the end that every individual and every organ of society’ (UN General Assembly 1:1948), as the United Nations visualised, works towards, in this case, sharing de-brutalisation.

In this regard, ‘punishment’ did not appear to be effective in building the cooperation of sharing*, and represented a risk in itself**, as well as the risk of its inefficacy failing to de-escalate harm*** and break brutal cycles****. Any benefits ‘punishment’ might offer can surely be evolved, while concluding the use of this risk-laden and ineffective

punishment wrapper as the conduit for any such benefits, as suggested below in the first of a set of tabular summaries of chapter 11.

Adherence and the Risk of Punishment			
Non-Adherence ⁵⁷	*80% of those who said that punishment made them less likely to cooperate with society viewed their punishment level as above centre.		
The Risk of Punishment		Any Benefit/No Harm	Evolve to Conclude
**Risk of Punishment ⁵⁸	Only 18% of participants unequivocally felt that they were cared about within punishment, with only one participant saying so emphatically. High perceived levels of punishment seemed linked to a self-centred guidance mechanism replacing morality, whether personalised or not, in terms of attitude to rules specifically. 10 times as many of these high punishment individuals were self-centred in terms of rules as took a moralising line, while 71% of those with low perceived levels of punishment demonstrated morality, whether personalised or not. Only 14% of participants were both unequivocal about not being resentful and also acknowledged the legitimacy of punishment, while, in terms of resentment and care, all but 2 of the participants who said ‘yes’ to being resentful when punished also said ‘no’ to being cared about as part of that punishment and only 14% of participants spoke of feeling sorry only for the victim and not for themselves. Two thirds of those experiencing high levels of offending problematisation had a high perceived level of punishment, as opposed to only a third having a low such perception. 73% of those with a high recidivism risk considered their level of punishment to be above centre, while 86% of those with a low recidivism risk considered their level of punishment to be below centre.	But, when offenders were overtly asked whether they felt they were society's victims when they were punished, 61% said ‘no’ to at least some degree. 80% of those who did not claim they felt pity for either themselves or their victims also reported not feeling victimised by punishment. Indeed, 6 times as many moralisers had a high perceived level of punishment as had a low such perception, while a strictly moralistic line was taken 5 times less by low punishment individuals than ‘ personalisation ’ of their moral relationship with rules. 9 times as many low punishment individuals were self-centred in terms of naming offending as took a moralising line, while 93% of low punishment individuals either ‘personalised’ or were self-centred in their naming of offences.	<i>Thus it might be useful to evolve punishment into a consistent execution of consistent morality that no one can be permitted to personalise or replace to selfishly suit themselves, by ensuring the loss of any gain from harm, while preventing people from victimising society through progress-tariffing as much as preventing society from victimising them.</i>
			Thereby concluding punishing per se in favour of putting things right and keeping them right, thus linking action to its harm rather than to the harm of punishment, to try and prevent people losing feelings for the victim, being resentful of the illegitimacy of their treatment and feeling uncared for while, at the same time, being caught in cycles of reciprocally problematising lives by offending and then being punished for it, as well as to try and address self-centred attitudes to rules, while feeling falsely made likely to cooperate by punishment although not actually being made so.
***Risk of Failing to De-Escalate Harm ⁵⁹	83% of those with an excess in brutalising forms of independence had a high perceived level of punishment, while an excess in de-brutalising forms of independence appeared to be associated with low perceived levels of punishment. 67% of those with this low perceived level had an excess in de-brutalising independence and only 5% had an excess in the brutalising type.		Thus perhaps endorsing the need to conclude punishing , in order to prevent brutalising forms of independence and dependence, resentment towards society and

⁵⁷ See Non-Adherence as a Risk to Sharing De- Brutalisation Section in Chapter 11

⁵⁸ See The Risk of Not Anachronizing Punishment Section in Chapter 11

⁵⁹ See De-Escalating Harm Failure Risks Section in Chapter 11

	Likewise, in terms of dependence, where all of those with an excess in de-brutalising types of this had a low perceived level of punishment, while all those with a high perceived level of punishment had at least parity, with 71% having an excess in brutalising types of dependence, compared to only half of those with a low perceived level of punishment having this brutal excess. Only 18% of those who said ‘no’ punishment does not make ‘me’ resent society viewed their level of punishment as high, while 82% viewed it as low. High perceived punishment levels prevailed, in a ratio of 6:4, where participants gave the positive response that punishment does make ‘me’ resent society. 76% of those who viewed their level of punishment as low said punishment did not make them feel as if they were society's victim, compared to only 40% of those who viewed it as high.		feelings of being society's victim.
****Risk of perpetuating Brutal Cycles ⁶⁰	Feeling only partially cared about by society when it punished them appeared to be wholly associated with viewing punishment levels as high.	Feeling emphatically as though society cared about them when it punished them appeared to be wholly associated with viewing punishment levels as low, as did taking a mixed view of care within punishment.	<i>Thus perhaps endorsing the need to evolve punishment into something that is emphatically caring, by effectively responding to mental and physical health needs and substance use issues, as well as by allowing individuals to lead the interventions to which they are subject, with authorities as resources for people to pursue their own objectives, while also ensuring decent safe places to live, quality family life, childhoods and parenting, funding in kind for opportunities for children and lifelong education and quality decently paid work for all, alongside an end to homelessness, while also mixing that caring to reflect real life and preparation to manage it without over reliance on caring with effective citizenship preparation.</i> Thereby concluding punishing per se in favour of enabling life efficacy and quality, to inhibit people feeling only partially cared about by society.

Tab. 12.23 Adherence and the Risk of Punishment

With respect to this, as per the following further tabular summary of chapter 11, punishment did appear to provide some benefits for empathy*, even though a main source of lack of empathy, namely substance use, seemed unlikely to be affected by it*, while empathy appeared capable of being both learned** and, when the feelings of the harmed were expressed without the harmer's own feelings also being considered, unlearned** .

Empathy ⁶¹				
Lacking Empathy	*Punishment Benefit to Empathy	*Punishment Irrelevant to Empathy	**Learning and **Unlearning Empathy	Evolve the benefits of Punishment
Those who did not feel sorry for their victim nor, indeed,	The participant who felt sorry only for	However, substance use	A participant spoke of having learned of the	<i>Thus the feelings of the harmer, as well as the harmed, may need</i>

⁶⁰ See Brutal Cycles as a Risk to Sharing De-Brutalisation Section in Chapter 11

⁶¹ See Empathy Failure Risks Section in Chapter 11

themselves frequently included belittling or denying the victim, including one who felt sorry only for his partner and another who painted himself as the actual victim, despite nevertheless taking some blame on himself. All those who felt sorry for neither their victim nor themselves, either or both belittled/denied their victim and/or took blame on themselves, while one of those who did not belittle nor deny the victim, nevertheless did not feel sorry for that victim, despite taking some blame on himself.	his partner felt motivated by punishment to change, while 70% of those who felt sorry for the victim as well as themselves perceived their punishment level as high, compared to the low perceived punishment level of 60% of those who felt the opposite, namely sorry for neither their victim nor themselves.	seemed to subsume all other concerns and all empathy. Substance use seemed to mean that individuals did not care about anything else and saw those substances as the cause and excuse for everything else.	victim's suffering from hearing the victim impact statement and from doing courses . A participant said he now realized 'it's got to be the victim' he should 'always feel sorry for' and one can't blame one's circumstances, but another participant said that, though he had initially felt sorry for both himself and the victim, when he read what the victim said in the victim impact statement, he 'doesn't agree with it' so he does not feel sorry for the victim anymore .	<i>opportunities for expression, such as through the respectfully expressed and respectfully heard uncensored diverse views with clear delineation between opinion and demonstrable fact suggested throughout this research, while the motivation to change and the empathy for both the self and the victim that appeared associated with punishment might be pursued through the alternative consequences of having to make progress to be free of interventions, including addressing the substance use that is unlikely to be affected by punishment.</i>
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Tab. 12.24 Lacking Empathy

Indeed, though **punishment seemed to induce more cooperation***** with society for more than two thirds of participants, only 13% of those who **claimed punishment made them more likely to cooperate with society***** actually had a low risk of offending.

Thus the cooperation of adherence to law might need to find a more effective avenue for pursuit than punishment, as outlined in this next chapter 11 tabular summary.

Adherence and Punishment		
Non-Adherence ⁶²	***Only one participant said that being punished would have no effect of some sort on their likelihood of cooperating with society and one other suggested the same while speaking of having to accept punishment if one has done wrong. Indeed, punishment seemed to induce more cooperation with society by more than two thirds of participants, along with a further participant who spoke of this depending upon the type of punishment.	
Risk of Punishment ⁶³	The Risk ***But only 13% of those who claimed punishment made them more likely to cooperate with society actually had a low risk of offending.	
Adherence		Action for Adherence
Non-Adherence ⁶⁴	Participants suggested consequences for non-adherence and non-engagement with sentence requirements as part of sentencing efficacy specifically. They also suggested declarations of readiness and	<i>Taken together this seems to endorse the suggestions throughout this research of deploying participation in sentencing through client-led approaches, personal responsibility within that, with the honesty of open declarations technologically monitored on narrowly pertinent questions and matters only, such as willingness and readiness, and the consequences of either containment or monitoring where there is recidivism rather than positive progress. Furthermore, the need for</i>

⁶² See Non-Adherence as a Risk to Sharing De- Brutalisation Section in Chapter 11

⁶³ See The Risk of Not Anachronizing Punishment Section in Chapter 11

⁶⁴ See Non-Adherence as a Risk to Sharing De- Brutalisation Section in Chapter 11

	willingness to desist and engage with the interventions designed to assist with desistance, Sentences to include lifestyle requirements, support to make necessary changes successfully, provision of necessary desistance skills and 24hr support line availability, as well as prison as a consequence of recidivism, and responsibility and participation in sentencing were also cited as helpful.	<i>improved life styles, support and skills cannot be ignored, such as by ensuring early interventions are respectfully, quickly and effectively initiated when quality of life is lacking to end tolerated downward life spirals with client-led holistic action to ameliorate and share the undoing of brutalising experiences and actions non-adversarially in a timely shared search for effective remedy and resolution with fully funded advocacy and authorities as supporting resources, as well as life long fully funded access to education, as one of the conduits through which to receive pay, to enhance skills while improving life style. In terms of the availability of a 24hr support line, this might be provided through a combination of supporting authority resources, access to an advocate and an easy to operate and understand online guide that provides straight forward situational legal escape routes</i>
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Tab. 12.25 Aderence and Punishment

Cooperating with a ‘common standard’(UNDHR) is the antithesis of breaching that standard and such breaches are currently labelled ‘crimes’ and need to be anachronized as much as the punishment thereof, perhaps by considering them as failures in appropriate personal responsibility, requiring the state to intervene to take some responsibility, rather than labelling the breach ‘crime’ and attaching a punishment price-tag to it that is largely unrelated to progress in the improved execution of personal responsibility. As explored in chapter 11 and summarised in the table below, interventions did not appear to destroy personal responsibility*, but could risk doing so if they were punishing*. It seemed to be shared responsibility, and ensuring any action that emanates from it is positively-directioned, that might be most helpful*.

Personal Responsibility⁶⁵			
*Personal Responsibility within Intervention	*The Risk of Punishment to Personal Responsibility	*Sharing Personal Responsibility	Positive Execution of Shared Personal Responsibility
Every participant displayed at least some degree of personal responsibility within the interventions to which they were currently subject, including around half doing so across all three categories, namely desistance, sentencing efficacy and consequences	But the majority of those taking personal responsibility across all three categories of desistance, consequences and sentencing efficacy had a below centre perception of punishment, whilst the majority of those missing at least one of these categories had a high such perception. 90% of participants	However, having more, as much as fewer, than 5 - 7 measures of personal responsibility appeared related to perceptions of high levels of punishment, apparently suggesting that both high and low personal responsibility could be related to severe punishment, while only 16% of participants actually wanted full control of their own rehabilitation	<i>Thus interventions perhaps need to focus on ensuring that people's actions are positive, such as in work or alternative active participation in, and contribution to, society, to actively pursue their goals in non-harming ways as the conduit for pay and payments that are sufficient to fund personal responsibility for decent lives in</i>

⁶⁵ See The Risk of and to Personal Responsibility Section in Chapter 11

of the punishment they were receiving. 74% of those participants who explained how they felt in control of their own rehabilitation did so in ways that suggested some sense of personal responsibility within this process.	with perceptions of low levels of punishment demonstrated between 5 and 7 measures of personal responsibility, whilst 80% of those where between 5 and 7 measures of personal responsibility in consequences were undemonstrated had perceptions of high levels of punishment. Perceptions of punishment as severe appeared to be associated with an increased chance of feeling as though one is society's victim or resenting society and only 11% of participants took personal responsibility in more than 7 of the 16 measures used.	and personal responsibility seemed most associated with perceptions of low levels of punishment where that responsibility was shared, rather than predominantly placed upon either individuals or authorities. It seemed to be nurturing depth of understanding of personal responsibility that appeared important within a context of shared responsibility. Indeed, though taking personal responsibility within official interventions across all 3 categories appeared to be related to taking action, this could be negative action, as illustrated by being a high offending risk, as much as positive action, as illustrated by participation in work.	<i>decent ways as part of a shared responsibility with a society that also takes some responsibility, such as perhaps to provide that quality work with quality pay, along with other key elements of quality lives, such as homes, access to driving, swift mental and physical health responses and help with substance use. This might be more effective than punishment, alongside ensuring that harming ways of taking personal responsibility are ineffective, such as ending gain from harm, whether that be harm that is currently labelled crime or not.</i>
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Tab. 12.26 Personal Responsibility

Where positively-directioned personal responsibility is lacking in any individual, the state is surely obliged to take sufficient control to deliver ‘freedom from fear’(UNDHR) for the rest of its citizens, whilst, at the same time, trying to build/re-build that positively-directioned personal responsibility, in order to create, restore and enable control for its rightful owner. The rightful owner in a ‘free’ society is the individual themselves, if the state is to deliver on the rest of its UNDHR duties to ‘freedom’, but this can never mean that the state ignores the risk to others if that individual lacks, or irresponsibly executes, that control of his/her life**, as outlined in chapter 11 and its further tabular summary below and as demonstrated by participants who appeared to have problems in even wanting or being able to take control*** of their lives in such regards, as well as in wanting to execute that control without responsibility****.

*Control	Lacking or Irresponsible Control	Securing Responsible Control
The Risk of Lack or Irresponsible	*Around half of participants did not want, or were not able, to take control of their rehabilitation in terms of personal	<i>Thus early intervention to ameliorate shortcomings that might inhibit responsible control for life might</i>

Control of One's Life ⁶⁶	responsibility for suggesting a sentence for themselves, while ****all of the reasoning that non-workers gave for losing their last job appeared potentially related to control unaccompanied by any sense of personal responsibility for contributing effort to social and personal functioning. It was 83% of 'workers' who took personal responsibility across at least 5 measures of personal responsibility within interventions, while a far smaller proportion of work neutral or non-worker groupings did so. None of those participants that seemed to be 'workers' appeared to have personal shortcomings that might threaten their ongoing and future role as workers, while around a third of non-workers and a quarter of work neutral individuals had such personal shortcomings.	<i>be important, such as the timely action on mental and physical health needs and substance use suggested throughout this research to address personal shortcomings, but in client-led ways to bolster personal responsibility and control for these interventions and the life they seek to enhance. Throughout this research this need for early client-led authority-resourced interventions, along with the need and obligation for decent work for decent pay that also seemed to have beneficial associations in this section, appeared repeatedly endorsed as they are here.</i>
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Tab. 12.27 Control

The UNDHR cites the 'duty' of citizens to each other and their community, alongside the duties of the state and the rights of citizens to freedom within the state, such that, when brutality manifests there does seem to be a 'duty' to respond to it and to do so in ways compatible with improving freedom as well as protection. This could entail ensuring responses to it form opportunities that perpetrators can take to enhance their lives, even as they are prevented from harming the lives of others. The final tabular summary of chapter 11 set out below seems to show that participants thought of sentencing as such an opportunity***** but might need more help in taking that opportunity***** if brutalities like crime are to be anachronized.

*****The Sentencing Opportunity		*****Taking the Sentencing Opportunity
Anachronizing Crime ⁶⁷	67% of participants said unequivocally that they thought of sentencing itself as an opportunity for them to change their lives, including 19% saying so emphatically. However, those who gave an unembellished 'yes' to this might be failing to take responsibility for delivering on it, since only 8% of them had a low risk of reoffending. Likewise, 83% of those who actually had a high risk of reoffending claimed either that this sentence 'this time' or their sentences more generally, whether emphatically or not, were the opportunity to change, despite their apparent risk of continuing to offend. Thus, a non-currently-specific	<i>Thus sentencing needs to be structured to ensure that it is authentically an opportunity to enhance life and is sufficiently supported to be able to realise that opportunity, whilst at the same time the risk of misplaced claims of taking opportunities, particularly in the form of a non-currently-specific 'yes' or a bland 'yes', cannot be taken at face value. In this way, technologically monitored honesty and actions in</i>

⁶⁶ See The Risk of Lacking Control of One's Life Subsection in The Risk of and to Personal Responsibility Section in Chapter 11

⁶⁷ See The Risk of Not Anachronizing Crime Section in Chapter 11

	<p>'yes', as well as a bland 'yes', regarding sentencing-process-efficacy might relate to continuing offending. In terms of the type of sentence, only 6% of participants referred to the relevance of this, but 90% actually felt, in at least some way, that sentencing did trigger changes in them. There were difficulties in delayed consequences. Many of those who had said unequivocally they thought of sentencing as an opportunity to change their lives were more equivocal about actually taking that opportunity. Less than half of participants claimed unequivocally to be both thinking of sentencing as an opportunity for change and unequivocally taking that opportunity. 19% of participants, having thought that sentencing was an opportunity, raised doubts over whether they would actually take that opportunity and 17% did not appear to even think that sentencing was an opportunity.</p>	<p><i>such issues again seems endorsed, along with progress tariffing⁶⁸ to prevent harm repetition even as opportunities are being facilitated. It is only the presence of a sufficiency of such opportunities, such as those outlined as pertinent throughout this research, that can justify these two controversial interventions and, perhaps, even any intervention whatsoever. If the state is not going to improve matters then it is perhaps better for it to be left out of people's lives altogether, which is in fact the basis upon which this researcher used violence rather than the state to protect herself and what has warped her with anger when this was not possible.</i></p>
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Tab. 12.28 The Sentencing Opportunity

Any such opportunity might require an holistic response to nurture healing. Indeed, it is vital to note that the suggestions that the researcher makes are intended to be considered holistically and only holistically. People operate in holistic structures like nations and organisations, which are collectivised individuals, and, in this era of globalised impacts⁶⁹, the action of one impacts on others. Indeed, the UNDHR focusses on the conduct of 'nations' and their grouped 'peoples', on the rights that nations should grant their citizens, but, equally and often forgotten, it also expects 'every *individual*' to 'constantly' keep its standards 'in mind' as 'a common standard' and to fulfil a 'duty' to society (UNDHR). There are, of course, no more 'rights' per se than there is 'justice' or 'fairness' per se. People are born into whatever they are born into, without access to rights over the matter, but the UNDHR is a statement of expectations on individuals and

⁶⁸ *progress-tariffing to only be in response to harming action and based on a risk-monitoring and autonomous-progress model of objective action-measurements of specific harm-reduced risk-proportionate action-progress in repair-based, non-punitive, swift, early, respectful, timed and timely interventions with high-quality universally accessible service-user controlled interventions for holistic resolution with authorities as resources and containment only where monitoring cannot contain risk to share the undoing of brutalising situations non-adversarially in a shared search for effective remedy and resolution with advocacy for all involved and required expectations specific to harm caused in line with Tab. 3.12 Progress-Tariffing: Risks and Responses and always remembering that progress-tariffing must be very specific and related to a very specific harming action and expecting very specific progress in that very specific harming action to prevent it becoming all pervasive, while providing swift opportunities for re-acquisition of certified coursed-preparation to manage life to release any endorsement thereof as soon as possible*

⁶⁹ Such as the impact of global warming

their nations to provide that which birth alone is insufficient to provide. Expectations within which, perhaps, people need to feel that what is sanctioned by authority is better than what it prohibits, if these expectations are to be legitimised. ****

**** **Anecdotally** this researcher thought violence was a less harmful way to have to survive adversity than using the authorities, who had been ineffective anyway and who, if called on further, would make matters much worse. Indeed, even after overcoming these violent resorts, she was subsequently told, when using alternatives, that those against whom these were used would have preferred violence. Moreover, without her wealth to protect, this researcher would be actively employing violence against the authorities themselves now.

****As part of the researcher's charitable practical application⁷⁰, she met 'R', a former offender trying to move on with his life after escaping a conviction for attempted murder and a life of violent crime, but subject to furious outbursts on feeling wronged. In discussion with the researcher over ways to express such feelings without breaching law, 'R' rejected the use of laughter as being too awful a way to respond to those who provoke him as he hated that done to him most of all, preferring to show the respect to provokers of a violent outburst rather than the humiliation of laughter

Tab. 12.29 Resorting to Violence

Whether the authority in an individual's life is represented by parents, teachers, social services, police, probation, government, or others, such as the researcher herself in the discharge of any of her professional, research or charitable duties, it surely needs to de-brutalise, rather than brutalise, lives and to own up to any failure therein, if it is to be legitimate.

Authority Obstructing Enforcement

If authority does not operate in a de-brutalising manner, even when dealing with brutalising citizens, its own brutal operation must surely de facto obstruct any enforcement of de-brutalisation, by reinforcing the brutal functioning of the world and any views of it as a brutal place. Only 17% of respondents awarded the authorities, as

⁷⁰ This application was not scientifically undertaken. It amounted to anecdotal evidence based upon the researcher's charity's work with beneficiaries and authorities, reflecting the issues that arose as part of this.

The educational/training environment, such as where teachers have authority, appeared to be more brutalising than de-brutalising, in a ratio of 3:2⁷². This ratio was even more pronounced when it came to broader societal and official experiences, such as those represented by police authority.⁷³

Tab. 12.30 Brutalisation/Debrutalisation

⁷⁷ Existence and intensity of brutalising and de-brutalising factors within narrative as amalgamated in overall scores for each participant in each of their own personal brutalisation/de-brutalisation folders

In this latter regard, the average ratio was 5:2. More troubling still, of all the forms of authority* experienced by those utilizing the services of the researcher's charity⁷⁸ in the practical application of the research itself, it was **state authorities** specifically that appeared to be the authorities **most likely** to brutalise rather than de-brutalise lives, at more than twice the research's ratio, namely 11:2 as compared to 5:2.

Forms of Authority and Their Number and Rounded Ratio of Treatment Manifestations to Beneficiaries as Service Users in Practical Application ⁷⁹											
*de-brutalising to brutalising treatment											
State	Charity	Researcher's ⁸⁰	Club	Education	Business	Association	Elected	Health	Admin		
9	11	4	5	4	12	3	3	4	7		
2:11	4:3	1:0	4:1	1:0	10:1	1:2	2:1	1:0	1:4		
State											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E	A	H	E	A	H	Emp	Act	Harm	Emp	Act	Harm
2/9 DB	0/9 DB	0/9 DB	2/9 DB	1/9 DB	1/9 DB	0/9 DB	2/9 DB	0/9 DB	0/9 DB	0/9 DB	0/9 DB
5/9 B	6/9 B	6/9 B	5/9 B	6/9 B	6/9 B	7/9 B	5/9 B	7/9 B	8/9 B	6/9 B	8/9 B
2/9 nm	3/9 nm	3/9 nm	2/9 nm	2/9 nm	2/9 nm	2/9 nm	2/9 nm	2/9 nm	1/9 nm	3/9 nm	1/9 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 9 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 9 authorities in dealing with her.					
6:34 = 2:11						2:41 = 1:21					
Charity											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E	A	H	E	A	H	Emp	Act	Harm	Emp	Act	Harm
6/11 DB	7/11 DB	5/11 DB	4/11 DB	4/11 DB	3/11 DB	7/11 DB	8/11 DB	7/11 DB	3/11 DB	3/11 DB	3/11 DB
3/11 B	3/11 B	3/11 B	4/11 B	4/11 B	4/11 B	3/11 B	3/11 B	3/11 B	8/11 B	8/11 B	7/11 B
2/11 nm	2/11 nm	3/11 nm	3/11 nm	3/11 nm	4/11 nm	1/11 nm	0/11 nm	1/11 nm	0/11 nm	0/11 nm	1/11 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 11 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 11 authorities in dealing with her.					
29:21 = 4:3						31:32 = 1:1					
Researcher's											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					

⁷⁸ **The Centre For Sharing De-Brutalisation** Charity Registration Number: 1171016, <http://thecentreforsharingde-brutalisation.com>, liz.campion@thecentreforsharingde-brutalisation.com

⁷⁹ This application was not scientifically undertaken. It amounted to anecdotal evidence based upon the researcher's charity's work with beneficiaries and authorities, reflecting the issues that arose as part of this and the personal perceptions of researcher and beneficiaries therein.

⁸⁰ The researcher's own family organisations NOT the researcher herself within her work

Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 4/4DB	A 4/4DB	H 4/4DB	E 4/4DB	A 4/4DB	H 4/4DB	Emp 4/4DB	Act 4/4DB	Harm 4/4DB	Emp 4/4DB	Act 4/4DB	Harm 4/4DB
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 4 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 4 authorities in dealing with her.					
4:0 = 1:0						4:0 = 1:0					
Club											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 4/5 DB 1/5 B 0/5 nm	A 4/5 DB 1/5 B 0/5 nm	H 4/5 DB 1/5 B 0/5 nm	E 4/5 DB 1/5 B 0/5 nm	A 4/5 DB 1/5 B 0/5 nm	H 4/5 DB 1/5 B 0/5 nm	Emp 4/5 DB 1/5 B 0/5 nm	Act 4/5 DB 1/5 B 0/5 nm	Harm 4/5 DB 1/5 B 0/5 nm	Emp 4/5 DB 1/5 B 0/5 nm	Act 4/5 DB 1/5 B 0/5 nm	Harm 4/5 DB 1/5 B 0/5 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 5 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 5 authorities in dealing with her.					
24:6 = 4:1						24:6 = 4:1					
Education											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 2/4 DB 0/4 B 2/4 nm	A 2/4 DB 0/4 B 2/4 nm	H 2/4 DB 0/4 B 2/4 nm	E 2/4 DB 0/4 B 2/4 nm	A 2/4 DB 0/4 B 2/4 nm	H 2/4 DB 0/4 B 2/4 nm	Emp 2/4 DB 1/4 B 1/4 nm	Act 3/4 DB 0/4 B 1/4 nm	Harm 2/4 DB 1/4 B 1/4 nm	Emp 3/4 DB 0/4 B 1/4 nm	Act 3/4 DB 0/4 B 1/4 nm	Harm 3/4 DB 0/4 B 1/4 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 4 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 4 authorities in dealing with her.					
12:0 = 1:0						16:2 = 8:1					
Business											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 10/12 DB 1/12 B 1/12 nm	A 10/12 DB 1/12 B 1/12 nm	H 10/12 DB 1/12 B 1/12 nm	E 10/12 DB 1/12 B 1/12 nm	A 10/12 DB 1/12 B 1/12 nm	H 10/12 DB 1/12 B 1/12 nm	Emp 10/12 DB 1/12 B 1/12 nm	Act 10/12 DB 1/12 B 1/12 nm	Harm 10/12 DB 1/12 B 1/12 nm	Emp 8/12 DB 3/12 B 1/12 nm	Act 8/12 DB 3/12 B 1/12 nm	Harm 8/12 DB 3/12 B 1/12 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 12 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 12 authorities in dealing with her.					
60:6 = 10:1						54:12 = 9:2					
Association											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 0/3 DB 2/3 B 1/3 nm	A 1/3 DB 2/3 B 0/3 nm	H 1/3 DB 2/3 B 0/3 nm	E 1/3 DB 2/3 B 0/3 nm	A 1/3 DB 2/3 B 0/3 nm	H 1/3 DB 2/3 B 0/3 nm	Emp 1/3 DB 2/3 B 0/3 nm	Act 1/3 DB 2/3 B 0/3 nm	Harm 1/3 DB 2/3 B 0/3 nm	Emp 1/3 DB 2/3 B 0/3 nm	Act 1/3 DB 2/3 B 0/3 nm	Harm 1/3 DB 2/3 B 0/3 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 3 authorities in dealing with them.						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 3 authorities in dealing with her.					
5:12 = 1:2						6:12 = 1:2					
Elected											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		

E 0/3DB 0/3B 3/3nm	A 0/3DB 0/3B 3/3nm	H 0/3DB 0/3B 3/3nm	E 2/3DB 1/3B 0/3nm	A 2/3DB 1/3B 0/3nm	H 2/3DB 1/3B 0/3nm	Emp 0/3DB 0/3B 3/3nm	Act 0/3DB 0/3B 3/3nm	Harm 0/3DB 0/3B 3/3nm	Emp 1/3DB 1/3B 1/3nm	Act 1/3DB 1/3B 1/3nm	Harm 1/3DB 1/3B 1/3nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 3 authorities in dealing with them. 6:3 = 2:1						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 3 authorities in dealing with her. 3:3 = 1:1					
Health											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 0/4 DB 0/4 B 4/4 nm	A 0/4 DB 0/4 B 4/4 nm	H 0/4 DB 0/4 B 4/4 nm	E 3/4 DB 0/4 B 1/4 nm	A 3/4 DB 0/4 B 1/4 nm	H 3/4 DB 0/4 B 1/4 nm	Emp 0/4 DB 0/4 B 4/4 nm	Act 0/4 DB 0/4 B 4/4 nm	Harm 0/4 DB 0/4 B 4/4 nm	Emp 3/4 DB 0/4 B 1/4 nm	Act 3/4 DB 0/4 B 1/4 nm	Harm 3/4 DB 0/4 B 1/4 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 4 authorities in dealing with them. 9:0 = 1:0						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 4 authorities in dealing with her. 9:0 = 1:0					
Admin											
To The Researcher's Charity Beneficiaries						To The Researcher as Volunteer Charity Worker					
Generalised group work			Personalised case work			Generalised group work			Personalised case work		
E 1/7 DB 4/7 B 2/7 nm	A 1/7 DB 4/7 B 2/7 nm	H 1/7 DB 4/7 B 2/7 nm	E 1/7 DB 4/7 B 2/7 nm	A 1/7 DB 4/7 B 2/7 nm	H 1/7 DB 4/7 B 2/7 nm	Emp 1/7 DB 4/7 B 2/7 nm	Act 1/7 DB 4/7 B 2/7 nm	Harm 1/7 DB 4/7 B 2/7 nm	Emp 1/7 DB 4/7 B 2/7 nm	Act 1/7 DB 4/7 B 2/7 nm	Harm 1/7 DB 4/7 B 2/7 nm
Ratio of de-brutalising to brutalising approaches, as experienced by the Charity's Beneficiaries as Service Users across 6 measures of 7 authorities in dealing with them. 6:24 = 1:4						Ratio of de-brutalising to brutalising approaches, as experienced by the Researcher as a Volunteer Charity Worker across 6 measures of 7 authorities in dealing with her. 6:24 = 1:4					
Note: all these ratios must inevitably have been worsened by the fact that interactions were occasionally spawned from systemic failures that beneficiaries brought to the researcher's charity for resolution and were not undertaken on a scientific basis, but were anecdotal. Furthermore, beneficiaries were self-selecting, rather than being a clearly defined cohort in the way that was true for the offenders in the research itself.											

Tab. 12.31 Forms of Authority and Their Number

For the researcher herself, there was an even worse ratio delivered by her brutalised perceptions of, and brutalising antagonism to, authority. In this regard, when she brought authority attention to their brutalisation of her service-users, she was frequently brutalised in turn, such as when one authority threatened to launch a 'complaints procedure' against her for expressing her concerns for the welfare of an unaccompanied asylum seeking child in its care whose legal rights to a family reunion and to a legal challenge to the age assessment allocated to him were being obstructed by his county council authority and whose mental health was suffering as a result with his doctor having referred him for counselling. This authority described his situation as merely

‘inconvenient’ to him and said that in its ‘parenting role’ it should say ‘no’ as much as saying ‘yes’, dismissing his needs and blaming the researcher for advising him of his rights as this is ‘setting up a conflict in his mind that can play itself in his emotional behaviour’ by ‘giving him the messages that the processes are ‘unfair’’. It was only deep mistrust of any such authority assertions that enabled the researcher to persist regardless of this pressure not to do so, resulting in the exposure of the actual reality of this claimed fantasy ‘unfairness’, with the boy's mother being permitted to enter the UK and him being granted legal aid to challenge his age assessment in court.

In such ways vulnerable individuals such as this child are not only brutalised by authorities but so are those that advocate for them. Both experientially, and in practical application, the authorities too often seemed to brutalise rather than de-brutalise in such ways. Furthermore, the researcher's distrust for all authority is so deep that she fears this very research will be credited elsewhere, in all or part, and she relies on Article 27(2) of the UNDHR, which her scars drive her to state overtly here. Further to this, it actually transpired that her post-VIVA corrections were labelled ‘substantial’ when they are perhaps not so. Perhaps in order to kindly allow her the time to make them despite her psychological injury, but, however kindly intended, this felt like being labelled as having less ownership of her work than she actually had and she therefore includes the corrections in her appendices to be transparent over the exact level of correction received, as well as facing up to another battle with authority to have that label appraised for validity in the light of both Article 27 and the Equalities Act.

Article 27(2)

Everyone has the right to the protection of the moral and material interests resulting from any scientific, literary or artistic production of which he is the author.

UNDHR

Tab. 12.32 Article 27(2) UNDHR

The risk of the same scarring that leads the researcher not being caused in others was

discussed in chapter 11 and shown in many of its figures**, as well as in tables tab.

12.27 and tab. 12.30 in this chapter, all of which might endorse the need for authorities to behave more as resources for people, with institutions that represent the whole of society and that provide constructive educational/training/societal/official experiences for everyone ⁸¹.

**** Authority Relevant Figures in Chapter 11**

Fig. 11.3 Does punishment make you more or less likely to cooperate with society?
 Fig. 11.4 Do you feel that society cares about you when it punishes you?
 Fig. 11.5 Punishment Level and Rules within Moral Level
 Fig. 11.6 Does being punished make you resent society?
 Fig. 11.7 Resentment and Care in Punishment,
 Fig. 11.8 Do you feel like you are society's victim when you are punished?
 Fig. 11.22 Does punishment make you more or less likely to cooperate with society?
 Fig. 11.23 Punishment Level and Cooperation with Society
 Fig. 11.24 Do you feel that society cares about you when it punishes you?
 Fig. 11.25 Does being punished make you feel sorry for your victim or sorry for yourself?
 Fig. 11.26 Do you feel like you are society's victim when you are punished?

Tab. 12.33 Authority Relevant Figures in Chapter 11

All the practical application exemplar service-user cohort were vulnerable to authority, such as by being UASCs⁸²; refugees; LACs⁸³; NEETs⁸⁴; migrants; BMEs⁸⁵; children, young people and students with distinct needs; homeless; or indeed by virtue of being offenders.

Service-User Beneficiaries of the Charity's Practical Application	Nos
Unaccompanied Asylum-Seeking Children and Child Refugees	38
Refugees and Illegal Migrants	54
Offenders and Ex-Offenders	14* (*6% of total)
Looked After Children and Young People in Care and Leaving Care	20
NEET young people and Military Veterans	6
Eastern European Children and Young People trying to Integrate with and without their parents	11

⁸¹ See Arrange society's institutions as Resources for people, with institutions to represent the whole of society that provide Constructive Educational/Training/Societal/Official Experiences in Tab. 12.1 Measures-Summary in Chapter 12

⁸² Unaccompanied Asylum-Seeking children

⁸³ Looked After Children

⁸⁴ Those Not in Employment, Education or Training

⁸⁵ Black and Minority Ethnic

African and African/Asian Heritage and Dual Heritage Children and Young People trying to Integrate	46
Young People with Emotional, Physical, Behavioural, Educational and Family Breakdown Needs	34
The Homeless	20
Children with Exceptional Potential Being Lost	3
Bullied Children	2
Bullying and Antisocial Children	1
Disadvantaged students	2
*Many of those we help fall into several categories, but we only show each person ONCE in the above numbers, showing them in the category reflective of their initial referral.	TOT
** as of the 20 th July 2019	251

Tab. 12.34 Service-User Beneficiaries

The way in which there appeared to be in excess of five times more brutalisation than de-brutalisation generated by **state authorities** for these service-users*, as well as for the researcher**, in line with the research participants' own experiences, endorses the experiences of the research cohort when faced with state authorities, as discussed in chapter 10 of this research, as well as suggesting such experiences go beyond offenders, with only *6% of the service-user cohort being offenders.

Authority	State	Charity	Researcher's	Club	Education	Business	Association	Elected	Health	Admin
Beneficiaries	*2:11	4:3	1:0	4:1*	1:0	10:1*	1:2*	2:1	1:0	1:4*
Researcher	**1:21	1:1	1:0	4:1	8:1	9:2	1:2	1:1	1:0	1:4

Tab. 12.35 Authority

Indeed, only one authority representative appeared to even understand the existence of endemic brutality and the viscerally '**raw**'* concept of de-brutalising it. The concept was only this once valued*, while all other authority comments on it disliked it to varying degrees, as outlined in the introduction****.

*Alpesh Khafia of NHS England, speaking to the researcher at the Northamptonshire Police AIM event on the 23rd May 2018, as part of the researcher's practical application⁸⁶ of the theory within this research, and praising the researcher's term 'de-brutalisation' as appropriately '**raw**' in an otherwise sanitising landscape of national debate.

⁸⁶ This application was not scientifically undertaken. It amounted to anecdotal evidence based upon the researcher's charity's work with beneficiaries and authorities, reflecting the issues that arose as part of this.

****It is a word that has engendered both hostility and squeamishness in authorities, when the researcher has deployed it in practical scenarios through her charity, set up to use her findings to test sharing de-brutalisation⁸⁷ with its practical application. She has been told 'I don't like that word!' (A Northamptonshire Police and Crime Commissioner's Officer 2017) and 'are you sure you are happy with that word?' (A Voluntary Impact Northampton Administrative Officer 2017) and even 'that is a terrible name' (A 'Prospects' Charity Worker).

Tab. 12.36 Antipathy to De-Brutalisation

The *one statement of understanding and value for the concept of sharing de-brutalisation had been issued by a health service officer, which endorsed the apparent way in which health authorities appeared to be one of those perceived by beneficiaries to have a surplus of de-brutalisation over brutalisation. Health, alongside education, charity, the elected and the researcher's own personally linked organisations had this surplus, which seemed unsurprising, with the first three being specifically constituted to help people, the next needing people's support for election and the final one being personally linked to beneficiaries through the researcher.

What was more interesting, however, was the manner in which ordinary *clubs and *businesses, all of which relied on generating income and none of which had anything to gain nor any requirement to help others nor any vested interest nor were linked in any way to the researcher or the beneficiaries, also had this surplus. Moreover, these two authorities were not linked to either the researcher herself or to the state, while education and health were both state enterprises, the elected were elected to state bodies and charities received tax relief from the state.

Having said that, there were two un-state-linked-in-direct-terms authorities that joined the overt state in being more brutalising than de-brutalising. These were *administrators, such as school and hospital receptionists, and *associations, such as

⁸⁷ The Centre for Sharing De-Brutalisation, Charity Registration Number:1171016, <http://thecentreforsharingde-brutalisation.com>

The Football Association. These groupings might be thought of as having, in common with overtly state authorities, the responsibility for exercising *authority itself* as their primary function; from being gate-keepers for education and health to overseeing the inter-functioning of member groups respectively. When this is considered alongside the way in which organisations that, though linked to the state, did not have exercising state authority as their primary function, it may be that it is not the fact of being a *state* authority, but of being concerned primarily *with* authority that might be the critical distinction in making conduct more brutalising than de-brutalising. Therefore, it may be the exercising *of* authority that is in most need of de-brutalisation, whomsoever exercises it.

Additionally, this might also endorse some comparability between the functioning of individuals and states/organisations, as individuals, when acting as authorities, such as **administrators*, were as prone to a predominance of brutalisation over de-brutalisation, as organisations when acting in that way, such as **associations*, and, indeed, **states'* authorities. Thus, echoing the apparent need for both authorities and individuals to contribute to de-brutalisation.

Authorities and Individuals Obstructing Enforcement

Currently the brutalities of individuals might collide with those presented by authorities, especially when authorities deal with those, like the researcher and the participants in her research, who often struggle to respect authorities anyway. In this regard, the relationship between aggressive behaviour and offending risk in those subject to intervention is shown in fig. 2.4 in chapter 2, whilst, just as only 17% of this research's participants awarded teachers and police, the authorities' frontlines in that collision in

childhood and more broadly respectively, the top rating for providing respectful and fair treatment, participants also recognised their own dearth of respectful and fair treatment to those same authorities, just as the researcher does. Indeed, participants were even harder on themselves, with only 8% giving themselves the top rating for their treatment of either their teachers when they were in school or the police.

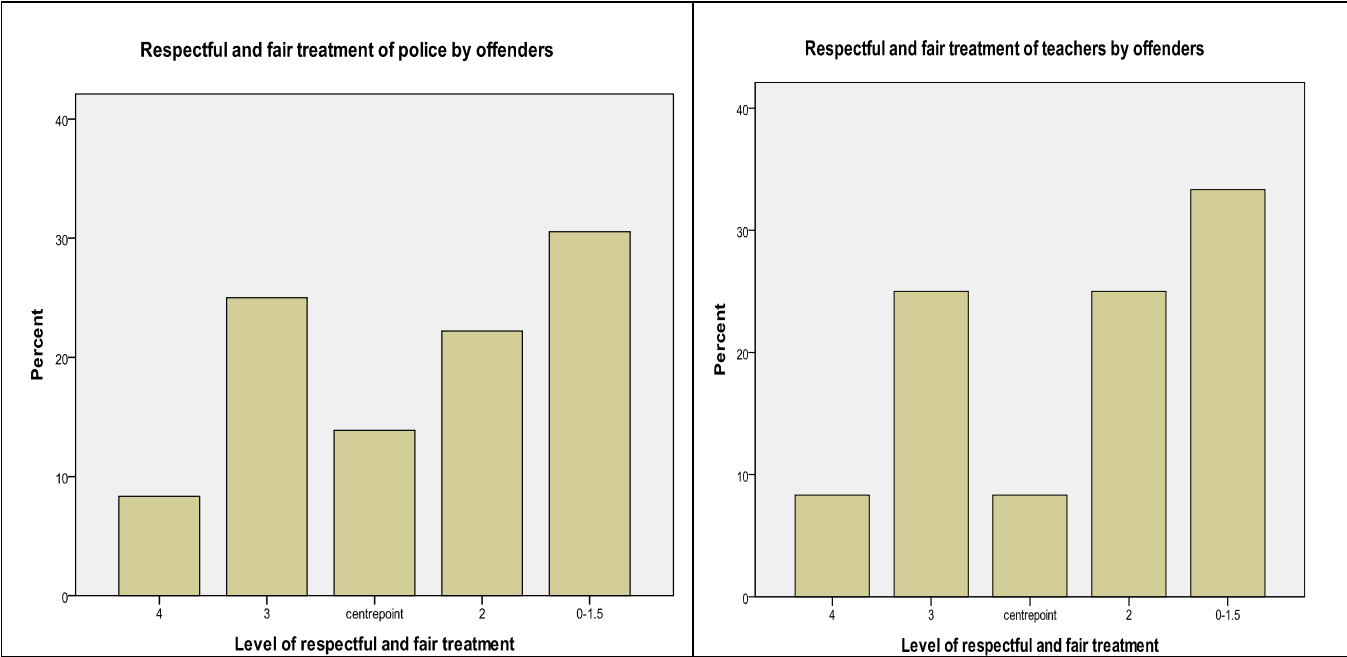


Fig. 12.7 Respectful and fair treatment of police/teachers by participants

Additionally, excluding children and young people**, where *both* those with authority *and* the researcher's service-users under that authority were *actively* brutalising specific lives, rather than *actively* de-brutalising those lives, progress invariably stalled and reversed.

Practical Application with Researcher's Service-Users	
Unaccompanied Asylum-Seeking Children and Child Refugees	**Children and Young People
*Refugees and Illegal Migrants	
**Offenders and Ex-Offenders	

Looked After Children and Young People in Care and Leaving Care	
NEET young people and *** Military Veterans	
Eastern European Children and Young People trying to Integrate with and without **** their parents	
African and African/Asian Heritage and Dual Heritage Children and Young People trying to Integrate	
Young People with Emotional, Physical, Behavioural, Educational and Family Breakdown Needs	
***** The Homeless	
Children with Exceptional Potential Being Lost	
Bullied Children	
Bullying and Antisocial Children	
Disadvantaged students	

Tab. 12.37 Practical Application with Researcher's Service-Users

In this respect, the illegal migrant* with whom the research was practically applied, who had *passively* overstayed his visa, unlike the refugees*, who had *actively* striven to reach the UK, was unable to reliably keep appointments or to take up the active help offered. This seemed to echo the unhelpful passive deferment of action discussed in the research in terms of working participation*.

***Deferment and Brutalisation Section in Chapter 5:** *80% of those participants who were fully working made no mention of laziness or inertia, within the context of functioning assets and liabilities, whilst 80% of those who were not working did make mention of laziness or inertia at least once. Similarly, 86% of those with a low offending risk made no mention of laziness or inertia, whilst 75% of those who had high such risk did make mention of laziness or inertia at least once.*

Tab. 12.38 Deferment and Brutalisation Section in Chapter 5

His situation deteriorated and he became destitute⁸⁸. By contrast, the only refugee with whom the researcher practically applied detailed casework⁸⁹ whose life appeared to deteriorate was a young man who became involved in substances. As discussed in chapter 5⁹⁰, it was substance use problems specifically that appeared to be a particularly brutalising force. None of the offenders** with whom practically applied detailed casework was done⁹¹ who had substance use problems were able to adhere to the police

⁸⁸ It needs to be borne in mind that, as an illegal migrant, he was prohibited from working

⁸⁹ Those with whom detailed casework was done were a small minority of the total numbers given above

⁹⁰ Functioning Barriers and Substance Use Section

⁹¹ Those with whom detailed casework was done were a small minority of the total numbers given above

rehabilitation programme, desist from offending and undertake training or work. All their progress in these matters stalled and reversed.

Even when excluding those with substance use problems, only half of the offenders with whom detailed casework was done were able to sustain progress. Where progress stalled and reversed, emotionally dependent relationships with girlfriends had failed. Likewise, with the homeless***** with whom detailed casework was done⁹² all those for whom emotionally dependent relationships had ended were completely passively unable to undertake anything to improve their situations, while those who subsequently lost those relationships had such progress stall and reverse.

Conversely, with the Eastern European homeless parents**** with whom the researcher practically applied detailed casework⁹³, they were in a mutually emotionally supportive relationship and were progressing their lives by working and by creating themselves a home on derelict land that they were clearing of rubbish. Indeed, the researcher stepped in to help a military veteran***, who was struggling with creating a new life now that he could no longer depend upon the structure of the armed forces. In this way, dependency, whether it be on institutions, relationships or substances, appeared to be relevant to individuals' progress in these live scenarios, just as they had appeared to be in the research itself in terms of working participation*.

***Transitioning from Worklessness to Work subsection in Transitioning from Functioning Liabilities to Functioning Assets section in Chapter 6:** *4 times as many of those citing dependency upon others 'top' in functioning liabilities were not working as were fully working.*

Tab. 12.39 Transitioning from Worklessness

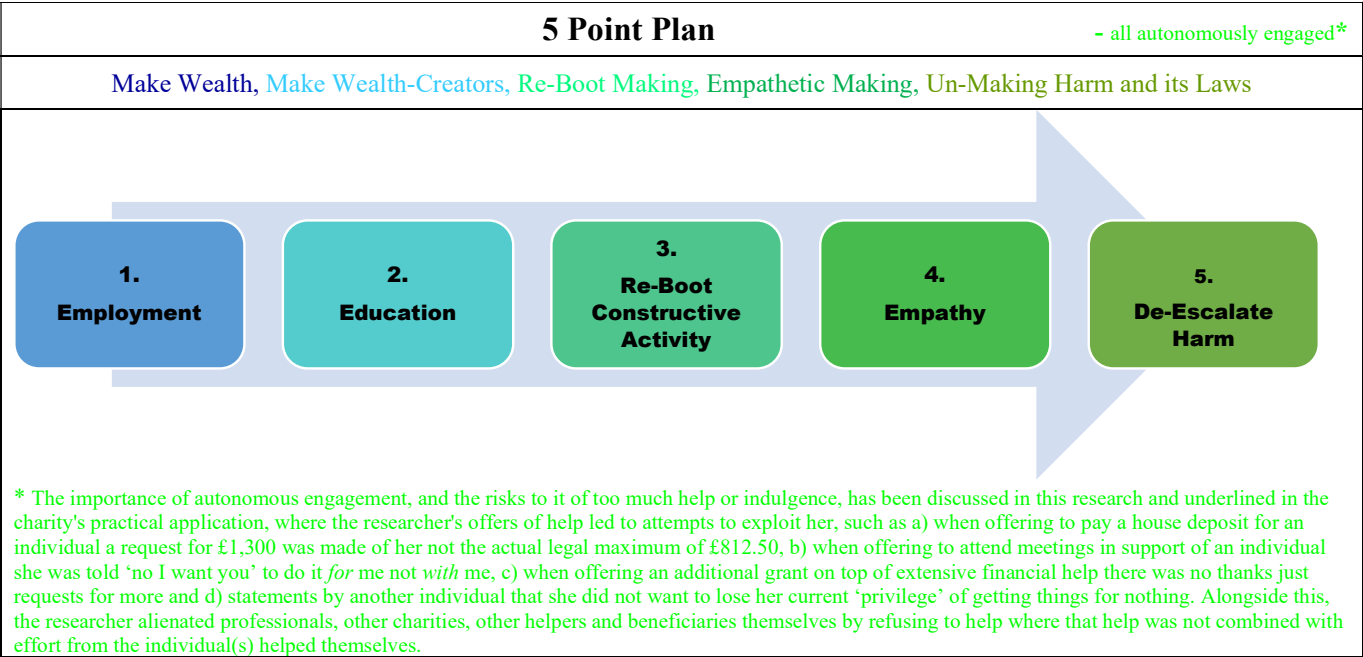
⁹² Those with whom detailed casework was done were a small minority of the total numbers given above

⁹³ Those with whom detailed casework was done were a small minority of the total numbers given above

Ultimately, if those with whom the researcher and authorities were working felt unable to progress their lives, whether it be because of dependency or passivity or substances, any attempts to get them into work, or alternatives like education or training, foundered. This seemed to endorse the research's findings on the need to ensure progress feels possible if people are to progress in and into work.

A 5 Point Plan, the United Nations and the World Economic Forum

It is work, in whatever form, or alternatives like education, that must surely be realistically available as constructive activity, alongside opportunities to re-boot that constructive activity if it ceases, is replaced by brutalising activity or, indeed, if it never takes hold in the first place. Furthermore, help in this must perhaps not undermine nor replace **autonomous engagement**.^{*} A 5 point plan to deliver this, suggested by the researcher, may not ever be delivered, but it might still, along with the other suggestions in the remainder of this final section, be worthy of attempting or at least considering.



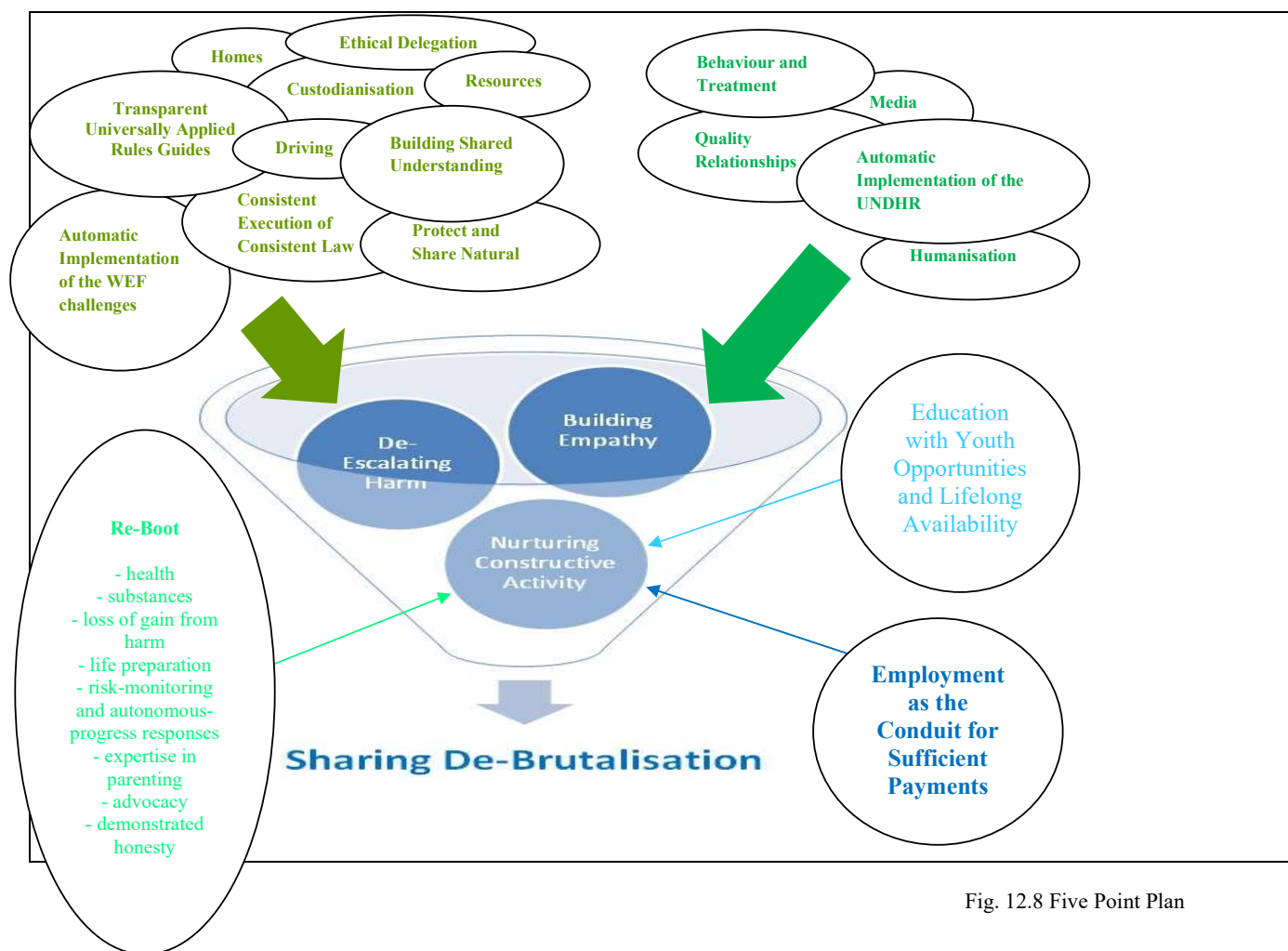


Fig. 12.8 Five Point Plan

Constructive activity means that work could **make wealth** and education could **make wealth-creators**, while the re-booting suggestions that arose as pertinent alongside work and education throughout this research could **re-boot that making**. Alongside these 3 strands of **constructive activity**, that constructive activity seems likely to benefit from being **autonomously engaged** and from consisting of **empathetic making** and the **un-making of harm and its laws** if the environment is to be structured to share de-brutalisation and to ensure that constructive activity is compatible with including everyone within its protection in the equal valuing of diverse lives.

Constructive Activity		Empathy	De-Escalating Harm
In Employment	For Young People	In Equality and Diversity	In Protection Inclusivity

Tab. 12.40 Constructive Activity, Empathy and The De-Escalation of Harm

If everyone is not within the protection of the law, in practise as well as in theory, then everyone cannot legitimately be expected to adhere to the law. De-brutalisation only works if it is shared and no erosion thereof is tolerated, otherwise good working practises get undercut by poor ones and those that try to discuss get trampled by those who want to fight. It would thus seem important to connect people, perhaps based on the techniques discussed in the introduction of this research⁹⁴, to seek their own sense of ‘what do you think is brutal?’ and to engage through whatever ‘hub, hop and delphi’ is relevant to them, involving them in ‘delphi-ing’ the research findings as part of discussing their own personal declarations of aims in this regard. In the meantime, the researcher summarised the possible barriers, reasons for hope and suggestions for policy more broadly that appeared to emerge from her research as potentially relevant to sharing de-brutalisation at the end of each chapter.

Nevertheless, as with any ‘common standard of achievement’(UNDHR), such as sharing de-brutalisation might represent, tackling breaches in that commonality, without also undermining the very achievement sought, might be the most difficult element of the process. In this regard, it would seem important to enforce a *‘common standard of achievement for all peoples and all nations, to the end that every individual and every organ of society’* (UNDHR) works towards, in this case, **sharing de-brutalisation**.

⁹⁴ See the ‘Creating A Less Brutal Culture’ box in the Literature Review and Theory of Brutality in its Social Breadth section of Chapter 1.

This research's holistic suggestions are made in response to both the grounded issues of concern that emerged from participants and the academic such issues upon which the interviews with those participants had been based. Many of the suggestions might be highly inappropriate, even unethical, if not combined with the others. Combining them to consider sharing de-brutalisation might build on what already exists in the United Nations' UNDHR, since this study appears to highlight similar basic objectives as those outlined in the United Nations' Universal Declaration of Human Rights, as illustrated in the section on empathy and harm and the UNDHR in chapter 9 of this research. Likewise with The World Economic Forum's current 'focus on three key strategic challenges' (WEF 2019 <https://www.weforum.org>), these might be linked to the 3 principles of sharing de-brutalisation.



Fig. 12.9 Three Principles of Sharing De-Brutalisation

Firstly, the WEF's 'fourth industrial revolution', which might be seen as needing to ensure 'activities' within that are constructive; secondly their 'global commons', which might need empathy in the 'consensus' it seeks, and thirdly their countering of the 'eroding' of security in its broadest sense by de-escalating harm through 'solidarity' in sharing de-brutalisation.

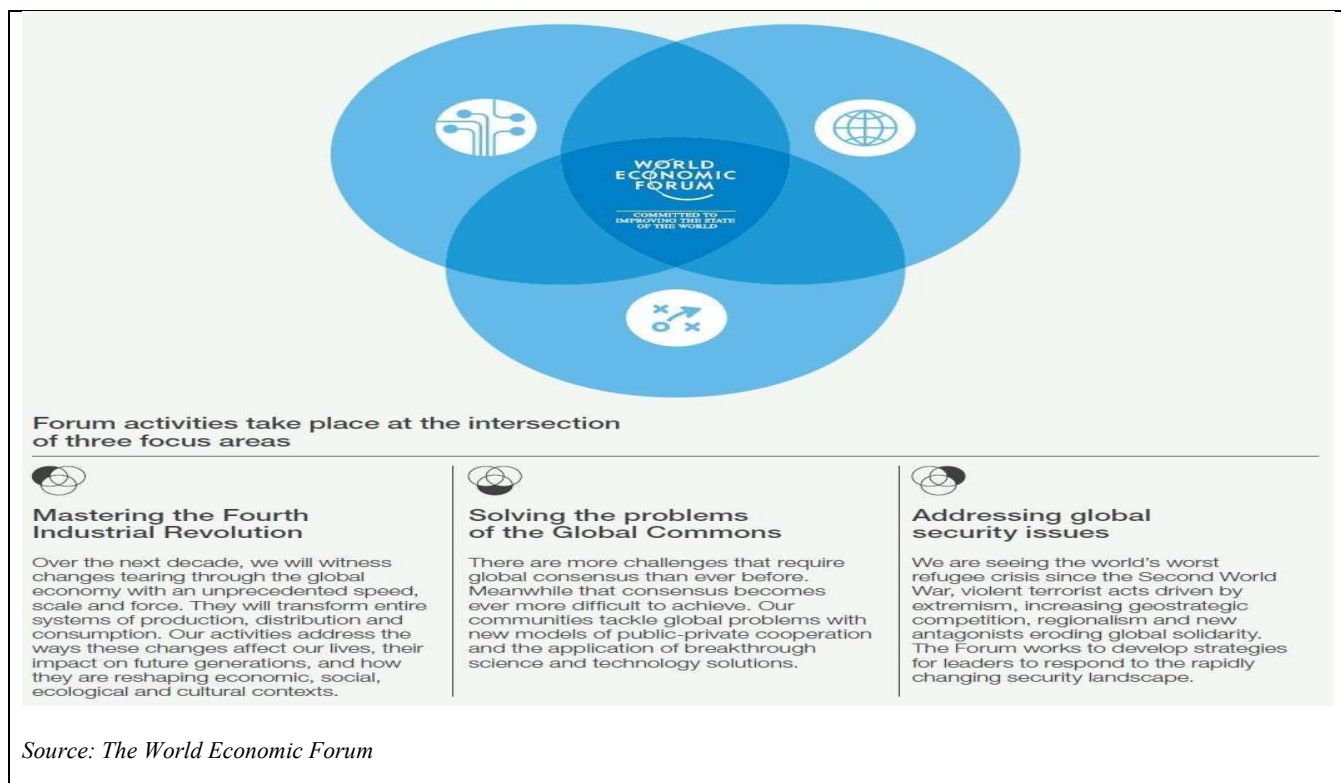


Fig. 12.10 The World Economic Forum

All of which goes to ensuring everyone has decent places in which to live decent lives with decent work decently paid doing decent things to keep a decent planet as central to preventing what Grossman (2018⁹⁵) describes as the ‘brutal’ side-effects of capitalism. Decent pay⁹⁶, decent housing and sufficient money to live a decent life⁹⁷ all appeared important to this throughout the research, but the importance of the planet and its natural capital to this, as raised by the WEF, was also raised by participants in terms of the specific impacts of the natural world on their own lives, as well as in broader ethical terms. In the case of the latter, a participant expressed concerns regarding carrying out experiments on animals⁹⁸, while, in the case of the former, holidays, health, pets,

⁹⁵ Speaking of ‘the new age of capitalism’, BBC Radio 4.

⁹⁶ See Chapter 8

⁹⁷ See Chapter 6

⁹⁸ See Fig. 3.1 Moral Levels (1) in Chapter 3

bringing animals into families,⁹⁹ ‘pottering around in my back garden’¹⁰⁰, wanting to work outdoors¹⁰¹, having a garden and pets, a healthy lifestyle, active sports and living in a nice area¹⁰² were all raised in terms of quality personal lives, even though the wider environmental implications of a world being able to sustain these were not cited.

Participant 21* particularly seemed to stress his greater confidence in the natural world as opposed to the manmade one.

* Participant 21

Interviewee: Yeah, probably got more than three (convictions), it’s all the same sort of stuff, smoking weed.

Interviewer: Ok.

Interviewee: And it’s all to help... you know... I smoked in the past, I’ve had prob... I’ve had a lot of problems with my back, I get a lot of problems with my back...

Interviewer: When I talked about physical and mental health problems, would you think... call your back a physical problem?

Interviewee: I try to not let it be a physical problem, I deal with, I deal with it day in day out but you know, I get a lot of pain, I don’t sleep very well, **cannabis would ease things, save taking tablets all the time, pain killers and stuff** and it get expensive having to buy Nurofen and back pain relief and stuff like that... because it’s...

Interviewer: Is it cheaper to buy cannabis than to buy Nurofen?

Interviewee: [pause] ... erm, nah, not at all really.

Interviewer: So what makes you choose cannabis over Nurofen?

Interviewee: **Erm, well in the past I chose it because it’s grown out of the ground.**

Interviewer: Right, so you think it’s a healthy choice.

Interviewee: I think, well no it’s not, smoking isn’t healthy but I think it **may be healthier than man made tablets**, I don’t know.

Interviewer: Do you smoke it with tobacco?

Interviewee: Yeah, but I smoke tobacco anyway so...

Interviewer: So do you think that health argument...?

Interviewee: Well yeah I’ve got... I’ve probably got unhealthy lungs anyway because **I smoke roll-ups but I don’t smoke tailor made’s so I don’t get all the chemicals that they put... humans put in fags to make them burn and stuff so, roll ups is the way forward I think.**

Interviewer: And...

Interviewee: ... but without the cannabis.

⁹⁹ See Chapter 7

¹⁰⁰ See Achieving and Work Variable 459 in Chapter 8

¹⁰¹ See Fig. 8.2 Attitudes to Work Chapter 8

¹⁰² See Chapter 9

Interviewer: [laughs].

Interviewee: ... gets you in trouble, if they legalised it, if they legalise cannabis it would make it so much easier for... and there would be so less crime because people, the government would be able to tax, they could tax it and then there wouldn't be any of this crime and gang laws and all sorts of stuff like that and you know, it's just they could make so much money off it and then it would be a natural thing, there wouldn't be additives put into it, I saw a thing about eight months, maybe a year ago in one of the papers or on the news that Doctors had found... that's what made me stop, erm... doctors had found that people are spraying glass and stuff onto the...to make it weigh more or something so then I suppose they get more money out of it and think what that's doing to your lungs, that's why I was like, [cutting noise] no, no more, smoke rolls up's that'll do.

Tab. 12.41 Participant 21

Living a healthy lifestyle including holidays¹⁰³, which appeared to be part of the stabilising needs for life, rely on maintaining a healthy environment with beautiful places to go on holiday. Likewise with work, 'we do like today we do in this town, we do the biggest house and stay there, like all the gardens and trees and it's like massive, there's like 300 residents there and they say ah it's very nice, it's much better since you lot have taken over'¹⁰⁴. The quality of the environment provides for this pride in work and pride in creating a lovely place in which people can live. Buying a pet was an achievement for one participant, while brutal conditions cited by participants included the lack of a decent location or housing¹⁰⁵.

However, the difficulties that the WEF, and the natural resources for which it is worried, nevertheless faces was also highlighted in this research, in terms of self-centred guidance mechanisms, self-interest and greed¹⁰⁶, the allure of unearned acquisition and aggressive/violent/unempathetic/uncaring/repressive behaviour¹⁰⁷, brutal identities that include preferences for unearned acquisition and destructive manifestations of independence, brutal interactions such as aggressive/violent/unempathetic/uncaring/repressive behaviour and treatment with insufficient gentle/peaceful/empathetic/

¹⁰³ See Tab. 7.4 Stabilising Needs in Chapter 7

¹⁰⁴ See Playing a positive part in society and work Variable 479 in Chapter 8

¹⁰⁵ See Chapter 10

¹⁰⁶ See Fig. 3.1 Moral Levels (1) in Chapter 3

¹⁰⁷ See Functioning Liabilities in Chapter 4

caring/encouraging behaviour and treatment, as well as insensitivity to causing or allowing harm and conducting or condoning brutalisation¹⁰⁸. Just as the need for money, lack of money and bankruptcy¹⁰⁹ blighted lives the manner in which money was made without regard to the consequences and with as little effort as possible also did so. Only 8% of participants had made no mention of any desire for unearned acquisition, while 62% made more than one such mention.¹¹⁰ This presents risks to natural capital and underlines the need for the proper custodianship of it, in order to adequately protect and share that capital as part of the shared de-brutalisation of a shared world, as discussed in this research and in line with the WEF's challenges.

Just as the WEF seeks to work at the intersection of the 3 issues of **activities**, **consensus** and **erosion of security** 'to improve the state of the world' (WEF 2019 <https://www.weforum.org>), this study also seeks to combine the 3 principles to which they might relate. Any potential links between sharing de-brutalisation and both the WEF and UN objectives, might usefully form the next step for exploration, perhaps via a linking Sharing De-Brutalisation Tsar undertaking complementary parallel roles as a UN Ambassador and a WEF Shaper, to 'slay once and for all the twin demons of low productivity and low wages' (Former Chancellor Hammond Spring Statement 2019 Speech) that brutalise lives with poverty while making the provision of the services needed to de-brutalise lives unaffordable, in order to build the outgoing Prime Minister May's 'Shared Society' instead. The WEF seeks 'to improve the state of the world' (WEF 2019 <https://www.weforum.org>), just as the UNDHR seeks to bring everyone's rights and duties within the protection of the law. The UK and its Government might, if it wished, consider a Sharing De-Brutalisation Tsar of its own, as a gesture of

¹⁰⁸ See Chapter 10

¹⁰⁹ See Tab. 9.6 Desistance/Recidivism in Chapter 9

¹¹⁰ See Chapter 8

commitment to at least attempting a more authentically ‘Shared Society’ that genuinely seeks the de-brutalisation of all its citizens' lives, including through the proactive implementation of the UNDHR and of the WEF's improved world vision, by improving lives, productivity and wages to create improved living environments without the need for people to struggle against the opposite, but instead to ensure all have access to the associations and circumstances that lead to positive lives and to laws that uphold them.

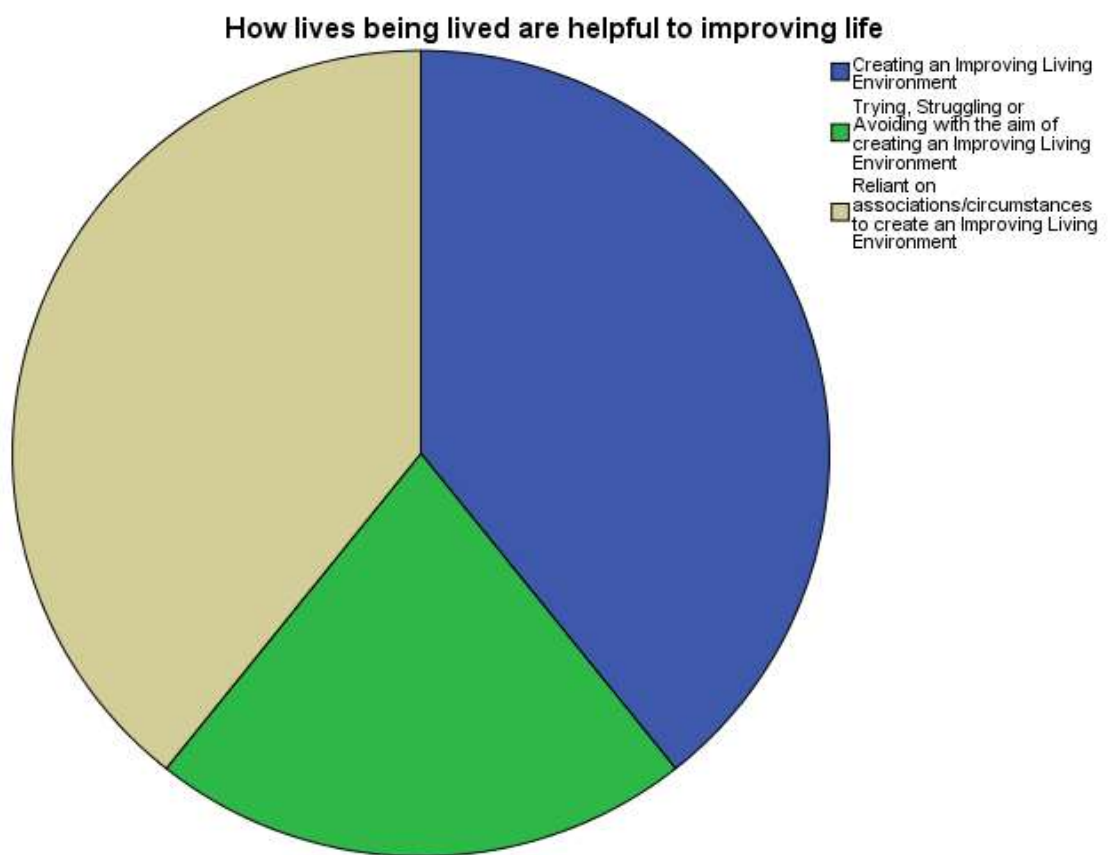


Fig. 12.11 How lives being lived are helpful to improving life

If people are to be able to rely on the law to achieve this, then the rule of law must cease to be anyone's enemy and become the sharing friend of everyone, attuned to anything that might be brutalising, especially within its own systems, and, vitally, automatically correcting any such brutalities, such that the time, wellbeing and money the law now

consumes when people are left to struggle to deploy it ceases. All the years, mental health damage and thousands that this researcher had to deploy to deal with the law is still what people have to deploy just to get the law enforced, let alone get appropriate laws in place. 'It's not only the battle of being exhausted' in dealing with one's difficulties but also 'the battle of 7 years I've tried to fight the council' to actually get what it is legally required to provide (Rachel Blackford BBC news 29.5.19). Indeed, the enmity of the law goes further, with government telling people to 'think carefully beforebringing a case' as it 'can be complex, expensive and time-consuming' and 'you' will 'probably need legal help' and 'will be asked to produce and share large numbers of documents' and to 'pay for a number of hearings' including having 'to pay the other side's costs, which can be very high', if 'you' lose (Gov.UK 2019¹¹¹).

We Must Find
Harm-Free
Ways To
Do Things – including to do law*

* If the law is not to remain the leading harmer

Tab. 12.42 Harm and Law

This all has to change if the law is not to remain the enemy. In this regard, however unlikely it might be to achieve, aspiring towards a new law that requires all new and existing laws to consider any potentially brutalising effects inherent within them, including within accessing the law itself, to oblige consideration of

¹¹¹ Webpage on 'Administrative Court: bring a case to the court' in on gov.uk

Could it...Brutalise Lives? How could this be...Changed?, might be intrinsically laudable, such that what is permitted, forbidden, obliged or not obliged might be structured to share non-brutal ways to deal with things, enable alternatives to brutality and ensure that brutality cannot succeed.

It was the presence of brutality, rather than of de-brutality, that frequently seemed to make the critical difference in whether brutality* was perpetuated and, on occasion, in whether the absence of de-brutality** was also perpetuated.

*The Presence of Brutalising Factors and the Perpetuation of *Brutality*

Example no.	Example Details	Illustrative Figure	Figure Location
1	A potentially brutalising ignoring what is right to prioritise the self over what is right was wholly associated with a raised offending risk, whilst its potentially de-brutalising equivalent of prioritising what is right in place of the self was equally represented at both high and low offending risk.	Fig. 3.28 Doing what is right/best and offending	v 1 p 204
2	A potentially brutalising torn social outlook appeared to rise as offending risk rose, whilst its potentially de-brutalising shared social equivalent was present in comparable amounts at both high and low offending risk.	Fig. 4.11 Shared Social and Torn Social Participants	v 1 p 242
3	A surfeit of brutalising over de-brutalising solutions, moralities, drives and desires appeared to raise offending risk, whilst a surfeit of their de-brutalising equivalents did not seem to lower that risk.	Fig. 4.45 Prevalent Solutions/Moralities/ Drives/Desires	v 1 p 275
4	A potentially brutalising breakdown with society, rather the level of its de-brutalising non-breakdown equivalent, seemed associated with offending risk with three times as many breakdowners having a high risk compared to a low risk, whilst the same number of non-breakdowners were high risk as low risk.	Fig. 5.10 Breakdown and Offending/Work	v 1 p 306
5	A potentially brutalising dearth of positive movement in one's life, rather than its potentially de-brutalising equivalent of strong such movement, was associated with offending risk with all but one participant with this dearth having a raised offending risk, whilst strong movement was spread as evenly as the numbers allowed across all levels of offending risk.	Fig. 7.58 Movement and Risk	v 2 p 82
6	A potentially brutalising absence of progress and of action to make progress in one's life, rather than its potentially de-brutalising equivalent of progress, was associated with offending risk with six times as many of those with this absence having a high risk compared to a low risk, whilst the same number of those making progress were high risk as low risk.	Fig. 7.60 Progress and Risk	v 2 p 84
7	A potentially brutalising dearth of staying power through difficulties, rather than its potentially de-brutalising equivalent of high staying power through difficulties, was associated with offending with all those with low or volatile staying power through difficulties having a raised offending risk, whilst not all of those with high staying power through difficulties had a low such risk.	Fig. 9.48 Offending and Staying Power Through Difficulties	v 2 p 259
Note: The Perpetuation of Brutality is measured by offending risk			

**The Presence of Brutalising Factors and the Perpetuation of the <i>Absence of De-Brutality</i>			
Example no.	Example Details	Illustrative Figure	Figure Location
1	A potentially brutalising breakdown with society, rather the level of its de-brutalising non-breakdown equivalent, seemed associated with worklessness with more than four times as many breakdowners being workless compared to fully working, whilst more non-breakdowners were also workless as were fully working, albeit fewer than twice as many, with the workless being as equally distributed as an odd number allows between breakdowners and non-breakdowners, whilst only a quarter of the fully working were breakdowners.	Fig. 5.10 Breakdown and Offending/Work	v 1 p 306
2	An equal or excess presence of brutalising independence and dependence , far more than an excess in their de-brutalising equivalent, seemed associated with worklessness with all but two participants with either parity or a brutalising surfeit in terms of independence being workless, whilst a de-brutalising surfeit in terms of independence only fell very slightly as working participation decreased, and only 19% of those with a brutalising surfeit in terms of dependence were fully working, whilst a de-brutalising surfeit of dependence was as equally distributed as an odd number allows between worklessness and fully working.	Fig. 6.4 Types of Independence/ Dependence and Work	v 1 p 379
3	An equal or excess presence of brutalising societal and official experiences , rather than an excess in their de-brutalising equivalent, seemed associated with worklessness with twice as many of those in brutalising surfeit and more than twice as many as those in parity being workless, whilst the same number of those with a de-brutalising surfeit were fully working as were workless	Fig. 6.5 Work and Societal/Official Experiences	v 1 p 380
4	A surfeit of brutalising experiences and official interventions , rather than a surfeit of their de-brutalising equivalent, seemed associated with worklessness with more than three times as many in a brutalising surfeit being workless as fully working, whilst the same number with a de-brutalising surfeit were fully working as were workless.	Fig. 6.5 Work and Societal/Official Experiences	v 1 p 380
5	A surfeit of brutalising focus on acquisition for its own intrinsic sake , rather than on its de-brutalising equivalent of the advancement of life more broadly, seemed associated with whether acquisition was earned with five times as many in brutalising surfeit focused on unearned acquisition as earned acquisition, whilst the same number with a de-brutalising surfeit focused on unearned as earned acquisition.	Fig. 8.27 Acquisition	v 2 p 178
6	A potentially brutalising dearth of positive tenacity , rather than its potentially de-brutalising equivalent of total tenacity, was associated with worklessness with all those with low tenacity not working, whilst none of those who were fully working had a total score for tenacity.	Fig. 9.46 Work and Tenacity	v 2 p 257
Note: The Perpetuation of the Absence of Constructive Activity is measured by worklessness or by a preference for unearned over earned acquisition, which latter may also be reflective of attitudes to constructive activity such as work			

Tab. 12.43 Presence of Brutalising Factors and Perpetuation of Brutality and Absence of De-Brutality

If this is the case, then it is brutality that needs to be stopped as a priority over nurturing de-brutality in its place. A Sharing De-Brutalisation Tsar could oversee this, as well as monitoring broader policy to ensure the UNDHR's 'common standard' to prevent 'barbarous acts' is enforced to safeguard authentic equality in diversity, inclusivity in protection and the re-booting of constructive activity, when any of these are

compromised by brutality in what is permitted, forbidden, obliged or not obliged by law.

There may be signs that the time could be right to consider this with, for example, the Welsh Government having set up a Wales Violence Prevention Unit (VPU) which, when violence is considered in its broadest definition, could potentially not be far from a unit to tackle brutality more generally. Indeed, the World Health Organisation defines ‘violence as the intentional use of physical force or power, threatened or actual, against oneself, another person or against a group or community that either results in or has a high likelihood of resulting in injury, death, psychological harm, maldevelopment or deprivation’. In these respects, all the elements comprised in this research as potentially brutalising might justifiably be described as violent. As Mark Bellis, Director of Policy, Research and International Development for Public Health Wales, said at the meeting of Health Ministers of Commonwealth Nations in Geneva (2017) when launching A Policy Toolkit to ‘prevent violence’ and ‘promote peace’, violence is ‘infectious’, ‘preventable’ and ‘a life course’ issue. Violence causes suffering, even if that suffering is sometimes silent (Abo-Elfetoh and Abd El-Mawgod 2015).

Prime Minister Boris Johnson's stated desire, after his recovery from Coronavirus Covid 19, to prevent ‘suffering’, alongside his previous description of this virus having ‘proved that there really is such a thing as society’, might also present an opportunity to encourage Government to consider addressing the inherent suffering in any society that is not authentically inclusive, protective and constructive for all. Indeed, the Government has shown itself to be responsive in some regards to this broader harm prevention, altering its policy surprisingly quickly over school meals in response to

footballer Marcus Rashford's call. Furthermore, wider society and culture across the UK and the world more broadly has embraced the Black Lives Matter campaign with markedly more enthusiasm and official support than ever before.

The cohesive voices over BLM might be resonant of a readiness for more radical change. Likewise, the 'willingness to put conflict on hold and collaborate during these difficult times', as described by Muslim scholar Mustufa Abu Sway at the start of the 2020 Coronavirus impacted holy period in the calendar of all 3 main monotheistic religions, just as this research is being completed, could be an opportunity too important not to at least attempt to grasp, to potentially extend acknowledgement of such 'difficult times' beyond Coronavirus Covid 19, to those who face 'difficult times' daily in brutal functioning, such as through poverty, war and pollution. Archbishop of Canterbury Justin Welby said in his Easter message that 'we cannot be content to go back to what was before.... there needs to be a new normal' and this researcher would argue that any 'new normal' should confront all brutality, not just that currently targeted by Governments in the current use of the word crime.

In this respect, perhaps the way in which the Taiwan Government's digital minister Audrey Tang has created vTaiwan ('v' standing for virtual) that uses the pol.is platform to categorise people's opinions into groupings from which gamifying technology can search for common ground between groupings might help find a consensus on brutality using this as a digital Delphi method. The vTaiwan 'game' is to win consensus not majorities. People's statements as individuals also need to be modified by those individuals until they win support from all sides of an argument before pol.is allows their statements to be broadcast. There is no reply button for trolls to use and this

technology has been used by Taiwan to shape 20 laws already, as well as being part of plans to use it to shape all future laws in Taiwan. However, politicians may not yet be willing to give up that much power (Miller 2018) and there are many for whom technology is not part of their lives who could get left behind in this technological Delphi.

Nevertheless, even if unachieved, such an effort might bear more modest fruit in terms of promoting awareness of the broader brutalities that this research has identified might **brutalise lives***** and how it might be **changed*****, as well as awareness of a broader context for **sharing that de-brutalisation*****.

‘Moving to a new normal’, such as the Covid situation cited by First Secretary Dominic Raab, is likely to be hugely easier when hit with a new situation such as this, rather than when taking a look at an existing ‘normal’ within which society may have become habituated, even groomed, to accept the normalised brutalities of everyday life. However remote the likelihood of success in this might be, there seems little to be gained by approaching the attempt in that frame of mind. Moreover, if systems continue to tolerate the brutalisation of those subject to them, then they are failing to legitimise their own authority to prohibit the brutalities undertaken by those they themselves brutalise. In this researcher's view, systems must properly police themselves before they can claim any moral right to police others and this belief underpins the researcher's desire to see societies take the lead which is needed if individuals, including herself, are to feel safe enough to follow.

It Could Brutalise Lives***	How It Could Be Changed***
<p>Recycling Harming by Recycling Harmers Threat</p> <p>Isolation Homelessness</p> <p>Tolerating Downward Life Spirals</p> <p>Crime Debilitating Substance Use</p> <p>Gain from Harming Not Gaining from Employment</p> <p>Unearned Acquisition Unemployment</p> <p>Wasted Potential</p> <p>Laziness/Inertia Poor Focus/Concentration</p> <p>Unreadiness Learning/Education Difficulties and low skill level</p> <p>Harm Dependency</p> <p>Poor mental, physical and emotional health</p> <p>Being Unable Or Not Allowed To Drive</p> <p>Disrespect of Human Diversity</p> <p>Inequality in Human Value</p> <p>Brutal Contexts, Locations, Hubs and Hops Poverty or Greed</p> <p>Poor-Quality Low-Productivity Performance</p> <p>Punishment</p> <p>Adversarial Slow Inhumane and Costly Systems and Structures</p> <p>Reliance on individuals to suffer for the upholding of the UNDHR</p> <p>Harming Industrial Practices that Lack Shared World 'Solidarity'</p> <p>Lack of 'Global Commons' and 'Global Security'</p> <p>Delay dishonest dutelessness</p> <p>Activity to Dominate or Destroy the Shared World and its Beings</p> <p>Rigid-Thinking to Dominate Definitions and Discussions of Brutality</p> <p>Brutal Educational/Training/Societal/Official Experiences</p> <p>Brutal Solutions/Moralities/Drives/Desires</p> <p>Aggressive/Violent/Unempathetic/Uncaring/Repressive Behaviour</p> <p>Aggressive/Violent/Unempathetic/Uncaring/Repressive Treatment</p> <p>Brutal Mechanisms for Personal Responsibility, Aspiration and Independence</p> <p>Brutal De-Humanising Inconsistent Morality, Ideology, Pragmatism, Politics, Discussion and Religion</p> <p>Lack of protection and opportunity</p> <p>Uncaring Unresponsiveness</p> <p>Adversarial systems</p>	<p>Safety Online Guides Progress Repair-Based Tariffs Healing Brutalities</p> <p>Homes Safeguarded Inclusion protect and share natural capital</p> <p>Swift Early Timed and Timely Interventions for Holistic Resolution</p> <p>Constructive Activity</p> <p>Sufficient Regulated Access to Substances/Medication for Functioning</p> <p>Earned Acquisition Custodianised Ownership and Profit or Loss Thereof</p> <p>Rewarding, Advancing, Non-Harming, Proudful Employment or Alternatives</p> <p>Employment</p> <div data-bbox="965 622 1465 719"> <p>Work, Education, Training, Charity Work, Starting A Business or disseminating quality parenting as part of parenting or any other alternative project or contribution that suits an individual and fits with their life as The Conduit for Payments Sufficient to Fund Quality Lives and Oblieed Insurance for Times of Need.</p> </div> <p>Advancing Potential</p> <div data-bbox="769 770 1096 882"> <p>Personally Responsible Activity Advancement Focus And Identity Constructive Prominent Belonging Appropriate Persistence, Change and Selection Resilient Faith In Personal Capacity Channelled Endurance in Attraction</p> </div> <p>Lifelong Education Participation and Contribution</p> <p>Developing Aptitudes and Appetites Lose Gains From Harm</p> <p>Funded Youth Opportunities</p> <p>Facilitating Autonomous Engagement</p> <p>Monitoring or Containment Where Harm-Risk Unacceptable</p> <p>Well-Being, Happiness and Timely Action on Mental and Physical Health Needs</p> <p>Sustainably Structured Technically Monitored and Assisted Driving</p> <p>Media-represented Diversity</p> <p>Empathy</p> <p>Advancing Contexts, Locations, Hubs and Hops Economic Sufficiency</p> <p>High-Quality High-Productivity Performance</p> <p>Sharing Undoing of Brutalising Experiences and Actions</p> <div data-bbox="759 1167 1422 1267"> <p>Uphold UNDHR entitlement to employment, education, cultural and political participation, an adequate standard of living, a safe home, health care, social care and self-realization and to protection, including of dignity and personality, and of family, women and children, as well as freedom of thought and its expression and of movement and residence and to associate, or not, and from arbitrary interference, alongside duty, including to provide humane treatment, information and respect for others and their rights, most specifically with those marginalised by inequality and hostility to diversity.</p> </div> <p>Declaration of Aims to Share and Care for the Shared World and its Beings</p> <div data-bbox="1018 1305 1442 1373"> <p>Pursue WEF Challenge of constructing a 'fourth industrial revolution', away from harming industrial practices that destroy the world's 'Global Commons' and 'Global Security', de-escalating harm through Shared World 'solidarity' instead.</p> </div> <p>Technologically Monitored Honesty in Public Relevance</p> <p>Shared Flexible Thinking on Brutality its Definition, Indexing and Delph-ing</p> <p>Constructive Educational/Training/Societal/Official Experiences</p> <p>Constructive Solutions/Moralities/Drives/Desires</p> <p>Gentle/Peaceful/Empathetic/Caring/Encouraging Behaviour and Treatment</p> <p>Constructive Mechanisms for Personal Responsibility, Aspiration and Independence</p> <div data-bbox="759 1543 1355 1579"> <p>Compassionate Humanising Consistent Morality, Ideology, Pragmatism, Politics, Discussion and Religion</p> </div> <p>Enable Ethical Delegation to Authority</p> <div data-bbox="815 1603 1422 1688"> <p>Policy Activity involving everyone in creating policy, building shared understanding, working in cooperative ways where all voices are respectfully heard. Policy Consistency acting in accordance with a totality of values including against violence. Resistance-Friendly Policy treating society's institutions as resources for people with institutions to represent the whole of society.</p> </div> <p>Funded Advocacy</p> <p>Client-Led Interventions with Required Expectations</p> <p>Quality Relationships, Domesticities, Families and Childhoods</p> <p>Automated Instantly Accessible Transparent Universally Applied and Applicable Rules</p> <p>Special Provision to Protect Women and Children</p> <p>Training of Expertise In Parenting.</p> <p>Respectful Interaction and Self-Expression</p> <p>Endorsable Certificated Re-Acquirable Life Preparation Courses</p> <p>Consistent Execution of Consistent Law</p> <p>Consistent Age of Adulthood with A Valuing Rite of Passage into It</p>

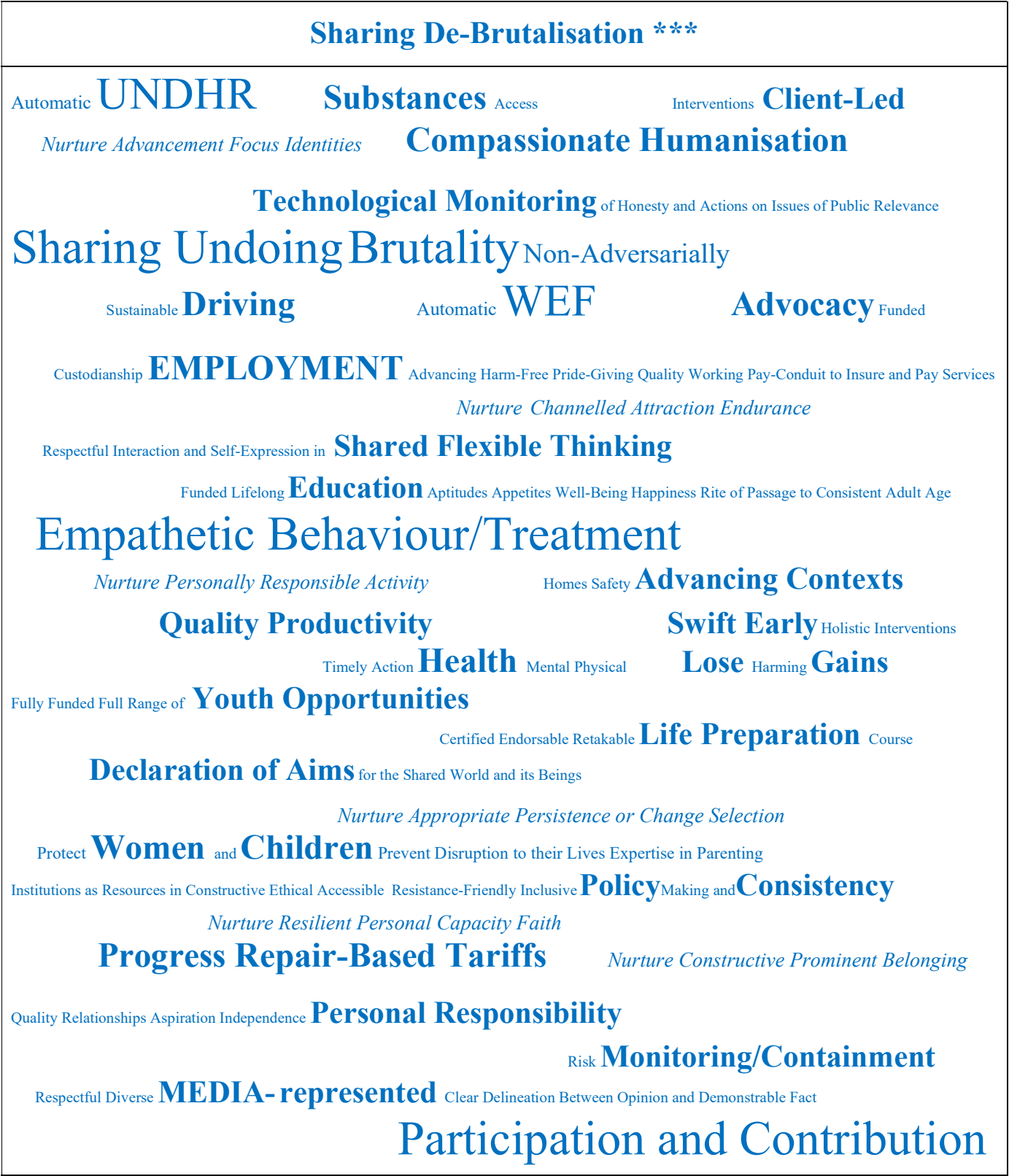


Fig. 12.12 What might brutalise lives, how it might be changed and a context for sharing de-brutalisation

On a personal level, as someone who has served her country in the military and who still lives with the mental health consequences of being punished by her country for doing so as a lesbian, the researcher sees her mistrust of society's rules as an exemplar of an all too common mistrust of the law evident in this research. As was the case for her, is still the case, that any protection that is ever won by anyone from the law has to be fought for and suffered for through years of struggle that further compound the original harm. No one should be thus outside the protection of the law, but only around a quarter of law-breakers¹¹² think the rules unequivocally protect everyone, making it hard to expect them to adhere to laws. If society wants adherence to law, then, surely, everyone needs to feel within the protection of law. Perhaps society needs a law to ensure this?

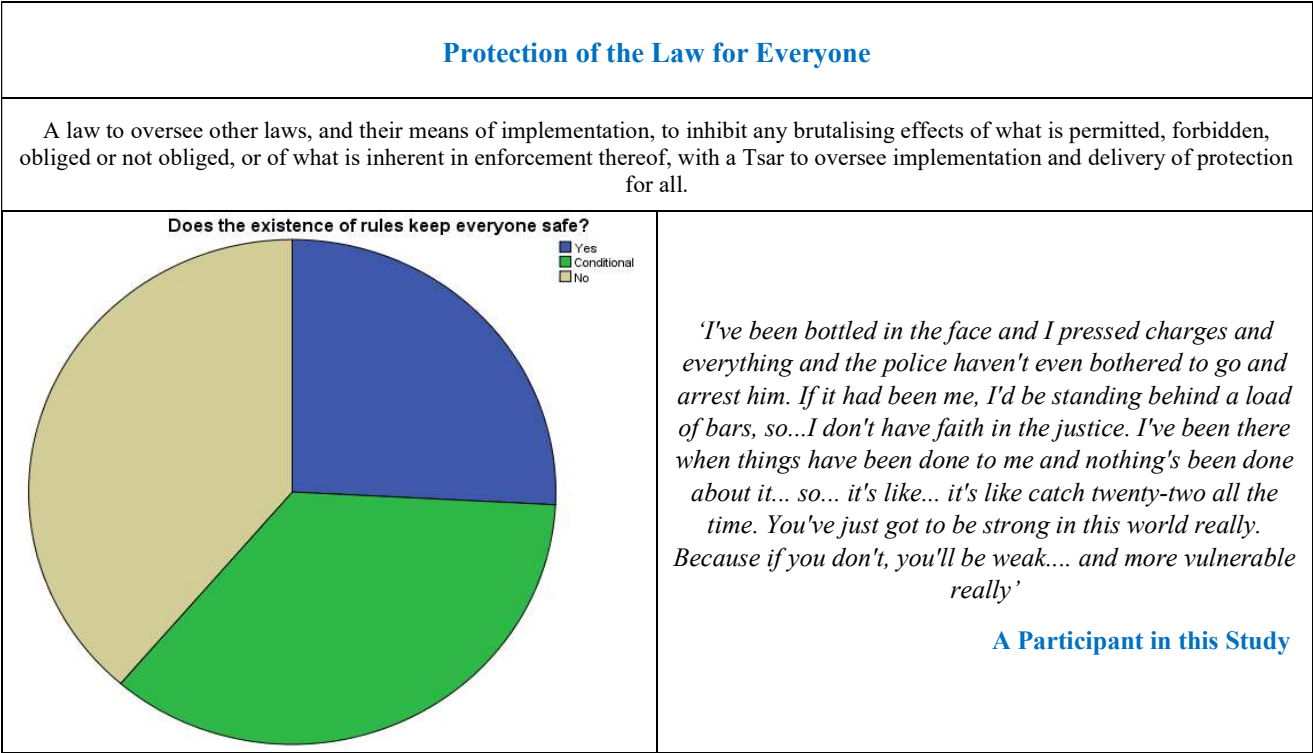


Fig. 12.13 Protection of the Law for Everyone

¹¹² Namely offenders in this study

APPENDIX A

Questionnaire

I'm really grateful to you for helping me with my research.

There are no right or wrong answers, all that matters is what you think. The more open and honest you feel able to be, the more you will be able to help me.

What would you like to get out of it?-----

Is there anything you want to ask me?-----

You can withdraw now or at any time during the interview if you wish.

It would be very helpful if you could answer with the first thing you think of, as quickly as possible and with as few words as possible.

Are you ok for us to start?

Yes/No

Variables **1-3** are demographic and entitling (See Categorisation Appendix)

Question 1 equates to Variable 4 and questions are numbered as per their variable number.

- 4** Outline of Question: What sort of mood would you say you are in today?
- 5** Outline of Question: How would you describe your usual mood?
- 6** Outline of Question: Do you think of yourself as a person who wants to improve their life?
 - Suggested Answers: Yes/No
- 7** Outline of Question: What makes you think that?
- 8** Outline of Question: What are you actually doing at the moment to improve your life?
- 9** Outline of Question: What will you do if that doesn't work out?
- 10** Outline of Question: Do you think the way you are living at the moment is helpful to improving your life?
 - Suggested Answers: Yes/No
- 11** Outline of Question: How/How not?
- 12** Outline of Question: Do you feel capable of doing whatever you want with your life?
 - Suggested Answers: Yes/No

- 13** Outline of Question: How/How not?
- 14** Outline of Question: What helps you in your life?
- 15** Outline of Question: What gets in your way in your life?
- 16** Outline of Question: What are you doing about that?
- 17** Outline of Question: Do you want to cooperate with other people?
- Suggested Answers: Yes/No
- 18** Outline of Question: Do you think that other people want to cooperate with you?
- Suggested Answers: Yes/No
- 19** Outline of Question: Do you try to cooperate with other people?
- Suggested Answers: Yes/No
- 20** Outline of Question: What happens when you try? (or do you think would happen if you tried?)
- 21** Outline of Question: Do you think it's in your interests that society flourishes?
- Suggested Answers: Yes/No
- 22** Outline of Question: Do you think it's in society's interests that you flourish?
- Suggested Answers: Yes/No
- 23** Outline of Question: Do you think that society behaves as if it's in its best interests for you to flourish?
- Suggested Answers: Yes/No
- 24** Outline of Question: Do you think that whatever is in society's best interests is also in your best interests?
- Suggested Answers: Yes/No
- 25** Outline of Question: Do you feel that society cares about you when it punishes you?
- Suggested Answers: Yes/No
- 26** Outline of Question: Does being punished make you resent society?
- Suggested Answers: Yes/No

27 Outline of Question: Do you feel like you are society's victim when you are punished?

- Suggested Answers: Yes/No

28 Outline of Question: Does being punished make you feel sorry for your victim or sorry for yourself?

- Suggested Answers: Yes/No for victim Yes/No for self

29 Outline of Question: Why?

30 Outline of Question: What do you think society can learn from you?

31 Outline of Question: What do you think you can learn from society?

32 Outline of Question: What is the best way you have found to achieve what you want in your life?

33 Outline of Question: Is that the way you are trying to achieve things at the moment?

- Suggested Answers: Yes/No

34 Outline of Question: Can you picture a better way to achieve what you want in your life?

- Suggested Answers: Yes/No

35 Outline of Question: What would that way be?

36 Outline of Question: Think about someone in your life. Who are you thinking of?

37 Outline of Question: If you had the choice between that person (or substitute person) saying to you:

“You are doing brilliantly” Or “I will do whatever you tell me to do”

Which would you choose?

- Suggested Answers: “You are doing brilliantly/I will do whatever you tell me to do”

38 Outline of Question: Think about a group of people that you are part of. Who are you thinking of?

39 Outline of Question: If you had a choice between:

Feeling like you really belong in that group Or Feeling like you really stand out in that group

Which would you choose?

- Suggested Answers: "Feeling like you really belong in that group/Feeling like you really stand out in that group"

40 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by workmates? (past or present and including work placements/experience) (or group of choice, such as other mates/acquaintances/neighbours/people generally, if not working) **note** where treatment at work is used it refers to working or used to work or some experience of work like situation and where work treatment is not selected it can refer to not currently working but not necessarily never worked

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



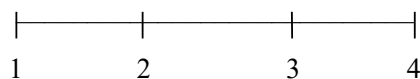
41 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by family?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



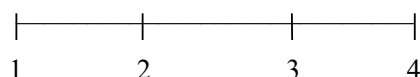
42 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by teachers?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



43 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by police?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



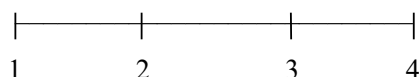
44 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat workmates? (or group of choice, such as other mates/acquaintances/people generally, if not working)

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



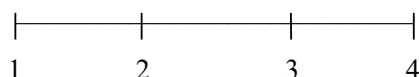
45 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat family?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



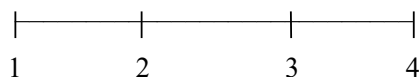
46 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat teachers?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



47 Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat police?

- Suggested Answers: Disrespectfully/Unfairly Respectfully/Fairly



48 Outline of Question: Do you agree with these statements?

You shouldn't hit people

49 Outline of Question: Do you agree with these statements?

You shouldn't shout at people

50 Outline of Question: Do you agree with these statements?

Some things belong to other people and you don't have the right to take them

51 Outline of Question: How old were you when you first thought.....?

Your moral view regarding hitting people

52 Outline of Question: How old were you when you first thought.....?

Your moral view regarding shouting at people

53 Outline of Question: How old were you when you first thought.....?

Your moral view regarding things belong to other people and you don't have the right to take them

54 Outline of Question: If you have done any of those things that you think are wrong, why have you done them?

55 Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to improving your life?

56 Outline of Question: Do you think that's been a typical week?

- Suggested Answers: Yes/No

57 Outline of Question: How/how not?

58 Outline of Question: Can you picture yourself doing more and bigger things to improve your life?

- Suggested Answers: Yes/No

59 Outline of Question: What things would those be?

60 Outline of Question: Are you going to do them?

- Suggested Answers: Yes/No

61 Outline of Question: Why?

62 Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to other people's lives?

63 Outline of Question: What do you think other people have done between now and this time last week that you think has been helpful to your life?

64 Outline of Question: What do you think you've done between now and this time last week that you think has been harmful to your life?

65 Outline of Question: What do you think you've done between now and this time last week that you think has been harmful to other people's lives?

66 Outline of Question: What do you think other people have done between now and this time last week that you think has been harmful to your life?

67 Outline of Question: What progress do you think you are making in your life?

68 Outline of Question: What do you think you have achieved in your life?

69 Outline of Question: How would you assess your progress and achievement?

- Suggested Answers: Excellent / not too bad / very little / none

70 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How much criminal activity is there in your life?

- Suggested Answers: A little A lot



71 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often are you punished for criminal activity?

- Suggested Answers: A little A lot



72 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you think other people do you wrong?

- Suggested Answers: A little A lot



73 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you try and punish others when they do you wrong?

- Suggested Answers: A little A lot



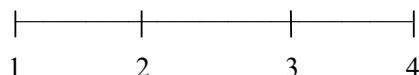
74 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How capable are you of analyzing yourself and your actions and your situation?

- Suggested Answers: A little A lot



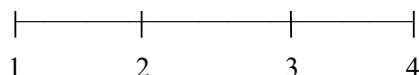
75 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How interested are you in changing your life?

- Suggested Answers: A little A lot



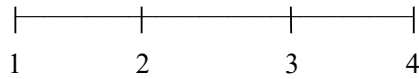
76 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How much action have you taken to change your life?

- Suggested Answers: A little A lot



77 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at sticking to things?

- Suggested Answers: A little A lot



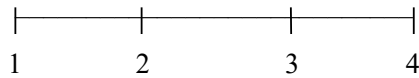
78 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you finish the things you start?

- Suggested Answers: A little A lot



79 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at making the most of your time?

- Suggested Answers: A little A lot



80 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at recognizing your problems?

- Suggested Answers: A little A lot



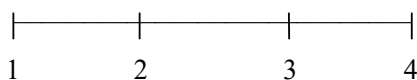
81 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at solving your problems?

- Suggested Answers: A little A lot



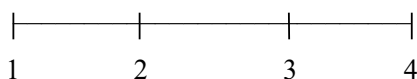
82 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at managing your life?

- Suggested Answers: A little A lot



83 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at getting help from the authorities when you need it?

- Suggested Answers: A little A lot



84 Outline of Question: Do you think you can achieve within society?

- Suggested Answers: Yes/No

85 Outline of Question: What makes you think that?

86 Outline of Question: Do you think you know how to be yourself within society?

- Suggested Answers: Yes/No

87 Outline of Question: What makes you think that?

88 Outline of Question: Do you think you are valued within society?

- Suggested Answers: Yes/No

89 Outline of Question: What makes you think that?

90 Outline of Question: Is your life how you would like it to be?

- Suggested Answers: Yes/No

91 Outline of Question: How would you like it to be different?

92 Outline of Question: Have you tried to make that change? (or trying)

- Suggested Answers: Yes/No

93 Outline of Question: What happened/do you think would happen?

94 Outline of Question: Do you want to try/try again/keep trying?

- Suggested Answers: Yes/No

95 Outline of Question: Do you keep trying even when things don't seem to be working?

- Suggested Answers: Yes/No

96 Outline of Question: What do you do when things don't seem to be working?

97 Outline of Question: At what point would you give up?

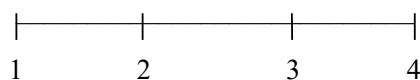
98 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How possible does change feel?

- Suggested Answers: A little A lot



99 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How manageable does change feel?

- Suggested Answers: A little A lot



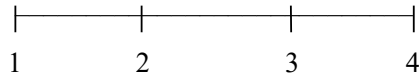
100 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Does it feel inevitable that things stay as they are?

- Suggested Answers: A little A lot



101 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Can you see yourself with different friends?

- Suggested Answers: A little A lot



102 Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Can you imagine your attitudes changing?

- Suggested Answers: A little A lot



103 Outline of Question: Do you have goals in life or dreams for your life?

- Suggested Answers: Yes/No

104 Outline of Question: What are they?

105 Outline of Question: Is it a realistic goal/dream?

- Suggested Answers: Yes/No

106 Outline of Question: Do you have a plan of how to achieve it?

- Suggested Answers: Yes/No

107 Outline of Question: Can you describe your plan?

108 Outline of Question: How will you carry it out?

109 Outline of Question: What will you do if there are mistakes or set backs on the way?

110 Outline of Question: How long do you think you will have to work at it to achieve it?

111 Outline of Question: What are you doing now to try and achieve it?

112 Outline of Question: What strengths have you got that could help you achieve it?

113 Outline of Question: What weaknesses have you got that might get in the way of you achieving it?

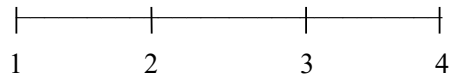
- 114** Outline of Question: Have you started to act on it?
- Suggested Answers: Yes/No
- 115** Outline of Question: How long have you been working to achieve it (your goals) already?
- 116** Outline of Question: Have you the necessary skills to try and achieve it?
- Suggested Answers: Yes/No
- 117** Outline of Question: Have you the necessary confidence to try and achieve it?
- Suggested Answers: Yes/No
- 118** Outline of Question: Have you had setbacks?
- Suggested Answers: Yes/No
- 119** Outline of Question: How have you dealt with them?
- 120** Outline of Question: What bits of it have you achieved already?
- 121** Outline of Question: What's the next thing you need to do?
- 122** Outline of Question: Are you going to do it?
- Suggested Answers: Yes/No
- 123** Outline of Question: Would continuing to offend help or hinder you achieving your goal(s)?
- Suggested Answers: Help/Hinder
- 124** Outline of Question: How?
- 125** Outline of Question: Can you picture yourself living your perfect life, having achieved your goals and your dreams?
- Suggested Answers: Yes/No
- 126** Outline of Question: In that perfect life, how much do you live within the law?
- Suggested Answers: Completely / mostly / a bit / not at all
- 127** Outline of Question: In real life now, how much do you live within the law?
- Suggested Answers: Completely / mostly / a bit / not at all
- 128** Outline of Question: Do you think you play a positive part in society at the moment?
- Suggested Answers: Completely / mostly / a bit / not at all

- 129** Outline of Question: In what ways (or not)?
- 130** Outline of Question: Can you imagine playing a fully positive part in society?
- Suggested Answers: Yes/No
- 131** Outline of Question: What makes/would make you want to?
- 132** Outline of Question: How much does it matter to you if your actions cause harm?
- Suggested Answers: Not at all / a little / quite a bit / hugely
- 133** Outline of Question: So why is it that you have caused harm?
- 134** Outline of Question: Do you think you are doomed to any of the following?
Failure
- 135** Outline of Question: Do you think you are doomed to any of the following?
Poverty
- 136** Outline of Question: Do you think you are doomed to any of the following?
A life of crime
- 137** Outline of Question: When a court imposes a sentence on you do you think it is an opportunity to change your life?
- Suggested Answers: Yes/No
- 138** Outline of Question: Do you take the opportunity?
- Suggested Answers: Yes/No
- 139** Outline of Question: Does it trigger any changes?
- Suggested Answers: Yes/No
- 140** Outline of Question: What changes does it trigger?
- 141** Outline of Question: Put yourself on these scales between 1 and 4:
- Suggested Answers: I can only picture myself in my current life I can only picture myself in a new life



142 Outline of Question: Put yourself on these scales between 1 and 4:

- Suggested Answers: My current life is the only life that matters A new life is the only life that matters



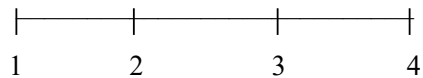
143 Outline of Question: Put yourself on these scales between 1 and 4:

- Suggested Answers: I'm sure I don't want to change I'm sure I want to change



144 Outline of Question: Put yourself on these scales between 1 and 4:

- Suggested Answers: I feel completely able to stop offending I feel completely unable to stop offending



145 Outline of Question: How would you describe the point you are currently at in your life?

146 Outline of Question: What obstacles lie in your way?

147 Outline of Question: What are you intending to do about those obstacles?

148 Outline of Question: What do you think have been the key turning points in your life?

149 Outline of Question: Was it a positive or negative turning point?

- Suggested Answers: Positive / Negative

150 Outline of Question: Could this moment be a key turning point in your life?

- Suggested Answers: Yes/no

151 Outline of Question: Why/why not?

152 Outline of Question: Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change:

- Suggested Answers:

‘oh no I can’t believe it!’

‘this is not as bad as I expected!’

‘I am not sure if I am up to changing!’

‘let it happen this is change!’

‘perhaps if I try things a bit differently’

‘does this feel right for me?’

‘now I can see the way ahead’

(Hopson et al 1992)

153 Outline of Question: Research from other sources has previously gathered these statements from offenders. Which of these statements do you think would be true for you?

- Suggested Answers:

1‘I’ve got goals’

2‘I know what I want to be’

3‘If a person wants to change it’s down to them’

4‘People’ll change if they want to change’

5‘It’s difficult to change people’

6‘Everybody has to hit their own rock bottom’

7‘I’m never going to stop offending’

8‘I’m never going to change’

9‘There’s nothing to do. I get bored.’

10‘Offending is an adrenalin rush’

11‘When your time’s ready to change and when it just clicks in your mind you just think enough is enough and that is it then you change’

12 'This is my last chance'
13 'Life's just survival from one moment to the next'
14 'I've made crime my life'
15 'What could anyone do to stop me? There's nothing they could do'
16 'If I had money it'd be alright'
17 'People without money who don't commit offences only don't cause they ain't got no bottle'
18 'I'm trying to sort my life out but it's so hard'
19 'I have issues with anger'
20 'I have a reputation for being bad that I have to keep up'
21 'I need alcohol to chill me out'
22 'I need to drink to make me happy'
23 'I can't be happy without drink'
24 'All I need to do is get a job',
25 'Drugs is a waste of money'
26 'I would never hurt a kid or rob an old lady'
27 'Shoplifting isn't even a crime to me'
28 'When I'm with my friends I end up committing offences'
29 'I enjoy going to court because it's something to do'
30 'It pisses me off out here, out of jail'
31 'Sometimes it's good to go to jail'
32 'Jail is a time to reflect...think....a bit of time out'
33 'Things hit you at the last minute'
34 'I feel trapped'
35 'I feel stuck in a rut'
36 'Trying to go straight is all shit'
37 'I don't want a job anyway'

38'I think I am ready for a job'

39'I don't want to go to jail'

40'I want to go the right way'

41'I know it's a waste, but I need a drink'

These statements from Hughes, J., (2009) *The Trouble With Girls*, BBC and Ross, N., (2009),
Crime Audit of Oxford in Perman, A., (prod), *Truth About Crime*, BBC and Cohen, J. and
Hamann, P., (2009), *Holloway*, Television Production for ITV

154 Outline of Question: If I said that research suggests that 'all offenders eventually stop offending' it's only a matter of how quickly and at what age, when do you think you will stop?

155 Outline of Question: If I said that a survey in 2001 showed that 70% of prison leavers who said they would look for work or training did nothing to make that happen, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Social Exclusion Unit 2002)

156 Outline of Question: If I said that research suggests that mental and physical health problems can make it difficult for prisoners to make the best use of opportunities, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Social Exclusion Unit 2002)

157 Outline of Question: If I said that research suggests that prisoners sometimes have significant problems coping with life, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Social Exclusion Unit 2002)

158 Outline of Question: If I said that research suggests that on release prisoners are suddenly confronted by choices and decisions and can find it difficult to cope, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Social Exclusion Unit 2002)

159 Outline of Question: If I said that research suggests that when finding things difficult, offenders can return to their old ways that lead them back into trouble, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Social Exclusion Unit 2002)

160 Outline of Question: If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?

- Suggested Answers: Yes/No

(Carter 2003)

161 Outline of Question: What would (or did) make you want to stop offending?

162 Outline of Question: What would help you?

163 Outline of Question: Can you be trusted to stop committing offences if no one kept an eye on you?

- Suggested Answers: Yes/No

164 Outline of Question: Why?

165 Outline of Question: Could you be trusted even if the same situations that led to your offending arose again?

- Suggested Answers: Yes/No

166 Outline of Question: What are the chances of you committing another offence?

- Suggested Answers: Nil / small / fifty fifty / good / certain

167 Outline of Question: In a survey the general public saw 'the good life' as being a life of happiness and meaningfulness would you agree?

- Suggested Answers: Yes/No

(King et al 2004)

168 Outline of Question: What gives you happiness and meaningfulness in your life?

169 Outline of Question: When you are motivated to do something does that thing.....?

- Suggested Answers: happen immediately / happen in the end / usually fall by the wayside / always fall by the wayside

170 Outline of Question: True or false for you: 'All I want is to be better, to be fulfilled, to be able to use my potential and become something more than I am at the moment'

- Suggested Answers: true/false

(Lieberman 2005)

171 Outline of Question: Do you believe that you will succeed in achieving that?

- Suggested Answers: Yes/No

172 Outline of Question: Has offending given you what you want?

- Suggested Answers: Yes/No

173 Outline of Question: What was it that you wanted that offending gave you?

174 Outline of Question: How else could you get that?

175 Outline of Question: Can you imagine getting it that way instead?

176 Outline of Question: What if you found you couldn't get it that way instead?

177 Outline of Question: What would it be like to live life doing that instead?

178 Outline of Question: Have you tried doing that instead?

- Suggested Answers: Yes/No

179 Outline of Question: What happened/(do you think would happen)?

180 Outline of Question: Can you imagine your life without offending?

- Suggested Answers: Yes/No

181 Outline of Question: What would you miss if you lived without offending?

182 Outline of Question: Has offending been a positive or negative or mixed experience in your life?

- Suggested Answers: Positive / negative / both

183 Outline of Question: To what extent do you want to.....?

- Suggested Answers: Keep it / keep some of it / lose it completely

184 Outline of Question: Is committing offences a habit for you?

- Suggested Answers: Yes/No

- 185** Outline of Question: Is it a breakable habit?
- Suggested Answers: Yes/No
- 186** Outline of Question: How could it be broken?
- 187** Outline of Question: Are you going to break it?
- Suggested Answers: Yes/No/Maybe
- 188** Outline of Question: Do you think you only commit offences when you have no choice?
- Suggested Answers: Yes/No
- 189** Outline of Question: Do you think it was true that you had no choice?
- Suggested Answers: Yes/No
- 190** Outline of Question: What made you think that offending was a choice you could make?
- 191** Outline of Question: What do you think are the chances of you making a life for yourself without offending?
- Suggested Answers: Nil / small / fifty fifty / good / certain
- 192** Outline of Question: If you were trusted to take control of your own rehabilitation and be your own probation officer, would you succeed in rehabilitating yourself?
- Suggested Answers: Yes/No
- 193** Outline of Question: Why/why not?
- 194** Outline of Question: If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?
- 195** Outline of Question: Under the current system, with a court imposing a sentence on you and probation services managing you through that sentence, do you think you have control over your rehabilitation?
- Suggested Answers: Yes/No
- 196** Outline of Question: How/how not?
- 197** Outline of Question: Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?
- Suggested Answers: Yes/No

- 198** Outline of Question: Could you take charge of it?
- Suggested Answers: Yes/No
- 199** Outline of Question: Could you be trusted to impose a fair sentence on yourself and carry it out?
- Suggested Answers: Yes/No
- 200** Outline of Question: Would you succeed in rehabilitating yourself?
- Suggested Answers: Yes/No
- 201** Outline of Question: How easy would it be to live without offending?
- Suggested Answers: Very easy / quite easy / not very easy / impossible
- 202** Outline of Question: What problems do you foresee if you try?
- 203** Outline of Question: What would be your next step in trying?
- 204** Outline of Question: Are you going to take that step?
- Suggested Answers: Yes/No
- 205** Outline of Question: What will you do if that step (or steps generally) doesn't work out?
- 206** Outline of Question: What do you think your life will be like in 10 years time?
- 207** Outline of Question: What changes have you ever made already in your life?
- 208** Outline of Question: What helped you with those changes?
- 209** Outline of Question: What do you think your role was in that change (or the lack of it)?
- 210** Outline of Question: Do you feel your life is changing at the moment?
- Suggested Answers: Yes/No
- 211** Outline of Question: How?
- 212** Outline of Question: Do you believe there has been a breakdown between yourself and society?
- Suggested Answers: Yes/No
- 213** Outline of Question: How did it happen?
- 214** Outline of Question: Do you believe it must be sorted out?

215 Outline of Question: Do you think people, businesses, society are entitled to protection from your offences?

- Suggested Answers: Yes/No

216 Outline of Question: Can you guarantee them that protection or do you need others to enforce it?

- Suggested Answers: Self/others

217 Outline of Question: How would you protect them from yourself if you decided to commit another offence?

218 Outline of Question: If you wanted to do something and you didn't know how to go about it, would you.....?

- Suggested Answers:

Ask for advice and help

Give up on doing it

Try out different ways of doing it

Get frustrated and angry

219 Outline of Question: Do you think you are aware of the warning signs and high risk situations that could alert you that you are about to offend again?

- Suggested Answers: Yes/No

(Zamble and Quinsey 1997)

220 Outline of Question: What are they (what warning signs)?

221 Outline of Question: What do you do to protect yourself from them?

222 Outline of Question: Does that work?

- Suggested Answers: Yes/No

223 Outline of Question: If I said that research suggested offenders tend to get into a negative emotional state just before they start to offend again, would you think that was relevant for you?

- Suggested Answers: Yes/No

(Zamble and Quinsey 1997)

224 Outline of Question: If I said that research suggested frustration and anger and pessimism may start to rise before a new offence is about to be committed, would you think that was relevant for you?

- Suggested Answers: Yes/No

(Zamble and Quinsey 1997)

225 Outline of Question: If I said that research suggested increased use of drugs or alcohol may happen before a new offence is about to be committed, would you think that was relevant for you?

- Suggested Answers: Yes/No

(Zamble and Quinsey 1997)

226 Outline of Question: What do you think will lead you back to offending?

227 Outline of Question: What reaction to your offences would be most likely to stop you doing it again?

228 Outline of Question: What other way could your offences have been dealt with effectively instead of punishing you?

229 Outline of Question: Does punishment make you more or less likely to cooperate with society?

- Suggested Answers: More / Less

230 Outline of Question: What if 'crime' was called 'failure' instead of crime? For example, if I said that "By offending you showed you were a failure" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

231 Outline of Question: What could it be called that might put you off offending?

232 Outline of Question: What if 'crime' was called 'weakness' instead of crime? For example, if I said that "By offending you showed you were weak" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

233 Outline of Question: What if 'crime' was called 'causing harm' instead of crime? For example, if I said that "By offending you caused harm" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

234 Outline of Question: Do you think you have been wronged by others in your life?

- Suggested Answers: Yes/no

235 Outline of Question: Do you think you have wronged others in your life?

- Suggested Answers: Yes/no

236 Outline of Question: Where do you lie on a scale between criminal and victim, where 1 is criminal and 4 is victim?

- Suggested Answers:

	Criminal					Victim
		—		—		
	1		2		3	4

237 Outline of Question: What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?

238 Outline of Question: How are you going to meet those needs?

239 Outline of Question: On a scale of 1-4, to what extent do you make choices about your life or do circumstances dictate what you do?

- Suggested Answers:

	I have complete choice					Circumstances dictate what I do
		—		—		
	1		2		3	4

240 Outline of Question: What do you think best describes the offences you have been punished for?

- Suggested Answers:

1 Crimes

2 Troubles

3 Unwanted actions

4 Mistakes

5 Harms

- 6 Foolishnesses
- 7 A way of life
- 8 A way to earn a living
- 9 An act of necessity
- 10 Evils
- 11 Badnesses
- 12 A bit of fun
- 13 An act of frustration
- 14 A normal part of growing up normal
- 15 A way of expressing yourself and how you feel

Other

241 Outline of Question: What harm do you think you have caused in your life?

- Suggested Answers: lots / a bit / not much / none

242 Outline of Question: Do you think you have caused more / less / the same amount of harm as others have caused to you?

- Suggested Answers: more / less / the same amount of harm as others have caused you

243 Outline of Question: What are the things you have done that you think are harmful to others?

244 Outline of Question: What harm has been caused to you in your life?

- Suggested Answers: lots / a bit / not much / none

245 Outline of Question: Do you think others have caused you more / less / the same amount of harm as you have caused them?

- Suggested Answers: more / less / the same amount of harm as you have caused them

246 Outline of Question: What are the things others have done that you think are harmful to you?

247 Outline of Question: Do you want to punish them for the harm they have caused you?

- Suggested Answers: Yes/no

248 Outline of Question: What do you think is the best way to describe your life?

- Suggested Answers:

Troubled

Criminal

Antisocial

A struggle

Doing your best in difficult circumstances

Playing the system

Going with the flow

A normal growing up

Living life your own way

Other

249 Outline of Question: Do you think you committed offences because....?

- Suggested Answers:

You had no choice

You were desperate

You let yourself be led by others

You had no other way of earning a living

You lost control of yourself

You didn't know what to do

It's the best way to earn a good living

It's an exciting way to live

Other

250 Outline of Question: What would best describe the life you would like?

- Suggested Answers:

- 1 Happy
- 2 Successful
- 3 Notorious
- 4 Famous
- 5 Rich
- 6 Exciting
- 7 Healthy
- 8 At peace
- 9 Loved
- 10 Admired
- 11 Feared
- 12 Envied
- 13 Fun

Other

251 Outline of Question: Which of these statements do you think applies to you:

- Suggested Answers:

- 1 I slipped into crime accidentally
- 2 My offence was a one off incident
- 3 I had no other choice when I committed my offence
- 4 There was nothing wrong with what I did
- 5 What I did was inevitable
- 6 Offending is the only means of getting things others have
- 7 Offending is my only way of life
- 8 Offending is an easy way to make money
- 9 Offending is the only way I can survive
- 10 I am not a real criminal

- 11 Crime is an acceptable choice
- 12 I am only violent in retaliation
- 13 I act on the spur of the moment
- 14 This is my life, it's what I know, what I've always done
- 15 I feel helpless to change my life
- 16 Life has taught me I can't change anything

(Social Exclusion Unit 2002).

252 Outline of Question: Do you think rules are useful?

- Suggested Answers: Yes/no

253 Outline of Question: Do you trust rules?

- Suggested Answers: Yes/no

254 Outline of Question: Do rules protect you?

- Suggested Answers: Yes/no

255 Outline of Question: If yes (or partially yes), Why would you break the rules and deprive others of that protection? If no (or predominantly negative), What else could protect you better?

256 Outline of Question: Do you always know what the rules are?

- Suggested Answers: Yes/no

257 Outline of Question: Does the existence of rules keep everyone safe?

- Suggested Answers: Yes/no

258 Outline of Question: Which is more important to you, doing what is right or doing what is best for you?

- Suggested Answers: Right / Best for me

259 Outline of Question: How does that fit with the offences you committed?

260 Outline of Question: Do you think you should do what is right by society, even if society lets you down?

- Suggested Answers: Yes/no

261 Outline of Question: How does that fit with the offences you committed?

262 Outline of Question: If someone criticised you when you were trying to do something would you.....?

- Suggested Answers:

Try harder

Ask for help

Give up

Get angry

263 Outline of Question: If you were unhappy would you.....?

- Suggested Answers:

Have an alcoholic drink/drugs

Talk to someone you trust

Cry

Get into a fight

Argue

Give yourself a treat to cheer you up

Distract yourself by doing something else

264 Outline of Question: If you kept being rejected for jobs would you.....?

- Suggested Answers:

Go back to college or training to get more qualifications

Do some voluntary work to get more experience

Give up trying and make a life for yourself on benefits

Keep on applying for jobs

Get angry

Ask for help and advice

Survive by having to commit offences to earn a living

265 Outline of Question: How did you lose your last job?

266 Outline of Question: What might lead you to lose your current/next job?

267 Outline of Question: What made you think that the offences you committed were choices it was ok to make?

268 Outline of Question: How do you react when your plans hit a problem....?

- Suggested Answers:

Seek help to solve the problem

Get drunk/high

Give up trying

Think about finding a way round the problem

Get into an argument about it

269 Outline of Question: If someone upset you would you.....?

- Suggested Answers:

Shout at them

Hit them

Try and talk it through with them

Cry

Storm off and not speak to them

Have an alcoholic drink/drugs

Walk away

270 Outline of Question: Do the people in your life at the moment do the following.....?

- Suggested Answers:

Provide a reason for interfering in your life when they do?

Acknowledge your feelings?

Provide you with choices?

Give encouragement and helpful guidance?

Criticise you?

Praise your successes?

Are they interested in you and what you do?

Do they care about you and what you do?

Do you know what they expect of you?

Is it things you are capable of?

Do they want you to concentrate on stopping offending?

Do they want you to get on with creating a new life?

271 Outline of Question: Which of these statements best describes how you were taught how to behave by your parents/carer?

- Suggested Answers:

- 1 Punished severely or physically when you did wrong
- 2 Guided and shown how to behave through discussion and being set a good example
- 3 Never really shown or told how to behave
- 4 Encouraged to behave in anti-social ways, such as fighting or shouting or law breaking

Other

272 Outline of Question: Do you think anyone cares about what happens to you?

- Suggested Answers: Yes/no

273 Outline of Question: Do you think you have no need to care about anyone nor care about the world, if no one cares about you?

- Suggested Answers: Yes/no

274 Outline of Question: Which of these statements best describes how you were treated as a child?

- Suggested Answers:

With lots of praise and encouragement and love

With lots of criticism and anger and punishment

With indifference and lack of concern

275 Outline of Question: Who notices and comments on what you do in your life?

276 Outline of Question: What sort of comments do they make?

277 Outline of Question: Research suggests that the following factors may play a part in becoming an offender, which of these do you think applies to you?

- Suggested Answers:

- 1 Anti-social/criminal friends
- 2 Finds lots of reasons to get angry
- 3 Anti-social thinking and attitudes
- 4 Sees lots of reasons to justify breaking the law
- 5 Rejects the law
- 6 Tolerates or approves of poor conduct or law breaking behaviour in others
- 7 Long history of crime, starting young and inc different types of offence, even while under sentence
- 8 Alcohol and drug abuse and alcoholism
- 9 Disorganised life
- 10 Aimless use of leisure time
- 11 Mental health issues
- 12 Young, male and part of a minority group
- 13 Biological and genetic and health
- 14 Indifference to the opinions of others
- 15 Unstable marital history
- 16 Tendency to reject others or feel rejected by others
- 17 Low level of education
- 18 Long periods of unemployment
- 19 Long periods of reliance on welfare benefits
- 20 Little effort at school
- 21 Lack of interest and easily bored at school
- 22 Not worried about future work when at school
- 23 Poor behaviour and truancy at school

- 24 Attended a badly run school with high levels of poor conduct in it
- 25 Little affection or unity at home when growing up and now
- 26 Little supervision or discipline at home when growing up and now
- 27 Neglect or abuse at home when growing up and now
- 28 Brought up in a lower class neighbourhood with high levels of crime
- 29 Brought up by people with little education, low skill jobs/no jobs, family criminality/on benefits
- 30 Brought up by people with poor parenting skills
- 31 Low intelligence and poor with words
- 32 Emotional instability
- 33 When frustrated gets resentful and angry
- 34 Egocentric and selfish
- 35 Moral immaturity
- 36 Poor problem solving
- 37 Not good at coping with things
- 38 Misconduct from a young age
- 39 Lying, stealing, sex/drug/alcohol/tobacco experimentation and aggression from a young age
- 40 Lack of hard and determined work and effort with things
- 41 Restless, adventurous, impulsive, enjoys risk, pleasure seeking, daring
- 42 Prone to negative emotions
- 43 Being part of a gang in adolescence and now
- 44 Has many friends with drug or alcohol problems
- 45 Bullying or being bullied
- 46 Parents approving of or not tackling your problem behaviour
- 47 Lack of guilt
- 48 Delays in development

- 49 Callous, hard hearted behaviour
- 50 Wanting attention and difficulties in paying attention
- 51 Behaved worse as a child whenever you were disciplined
- 52 Not good at getting things done
- 53 Poor ability to plan for the future
- 54 Early puberty
- 55 Bad things happening to you in your life
- 56 Poor social skills
- 57 Withdrawn personality
- 58 Aggressive
- 59 Positive attitude to drugs and alcohol use
- 60 Drug dealing
- 61 Weapon use
- 62 Unemployment
- 63 Parents with alcohol or drugs problems
- 64 Born into a large family
- 65 Has a teenaged or single mother
- 66 Poor relationship with partner
- 67 Feeling isolated from other people
- 68 Has stressed parents
- 69 Several changes in who parented you as a child
- 70 Physical punishment as a child
- 71 Inconsistent discipline as a child
- 72 Poor relationship with parents
- 73 Your parents had low hopes of you
- 74 Poor supervision of you by your parents

75 Poor communication with people around you

278 Outline of Question: What does looking at that list make you think?

279 Outline of Question: Which of these elements, which have been considered in other research, do you think you would benefit from being included in your sentence package?

- Suggested Answers:

1 Training on improving your attitudes and values

2 Training in problem solving

3 Training in reasoning and thinking things through

4 Training in putting things into perspective

5 Training in assertiveness

6 Training in communicating with others

7 Training to improve your behaviour

8 Training to improve your self-control

9 Training in understanding and developing yourself

10 Training in self-esteem

11 Training in empowerment

12 Training in different ways to be masculine

13 Education in awareness of how victims may feel

14 Education on drug and alcohol abuse

15 Education on responsible road use

16 Education on the relationship with your partner

17 Education on parenting your child/ren

18 Education on your rights and responsibilities as a citizen

19 Education on how to protect your own health and safety

20 Help resolving family problems

21 Help resolving accommodation problems

22 Help resolving money management problems

- 23 Help gaining employment
- 24 Help gaining access to education or training
- 25 Help resolving health problems
- 26 Help gaining access to leisure pursuits
- 27 Access to advice whenever you need it

(Underdown 1998)

280 Outline of Question: Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?

- Suggested Answers: Yes/no

281 Outline of Question: Do you think you have the right to your freedom within society, if you undermine society by committing offences?

- Suggested Answers: Yes/no

282 Outline of Question: Which of these statements, which research has suggested may be linked to your level of motivation, do you think best applies to you?

- Suggested Answers:

You see the value in working for what you want and do it because it is your duty

You do what needs to be done in the circumstances

You decide on what you want and act on it consistently seeing things through and finding satisfaction in it

You see the value in working for what you want and see that as being part of who you are

You don't want to change because you have no control over what happens

You do whatever needs to be done because you feel better when you have done it

(Prochaska and DiClemente 1986) (Prochaska et al 1992) (Prochaska and Velicer 1997)
(Andresen et al 2006) (McMurrin and Ward 2004)

283 Outline of Question: Do you take good care of yourself with good food and plenty of sleep and exercise?

- Suggested Answers: Yes/no

284 Outline of Question: Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?

- Suggested Answers:

You are aware you have problems that need to be overcome and have an idea of how to overcome them.

You have a plan of how to manage situations when you might get into trouble and you always act on it.

You can see how changing could improve your life.

You are starting to think of yourself as a different person.

You have become involved with groups or people who can help you change.

You cope with situations where you might have got into trouble in the past without any trouble.

You are starting to see the benefits of change and to reward yourself for that change.

You keep telling yourself you are capable of change.

You think about the upset caused when things go wrong and how much better things could be.

(Prochaska and DiClemente 1986) (Prochaska et al 1992) (Prochaska and Velicer 1997)
(Andresen et al 2006) (McMurran and Ward 2004) (Hopson et al 1992).

285 Outline of Question: How do you make decisions.....?

- Suggested Answers:

Think long and hard

Worry about what to decide

Let someone else make the decisions

Talk decisions through with other people

Wait and see what happens

286 Outline of Question: Does being on probation help or hinder you in getting work in any of the following ways:

- Suggested Answers:

Helps motivate you to make an effort to find work

Is a good source of support and advice

Puts employers off employing you

Gets in the way of work appointments and work schedules

Other

287 Outline of Question: Is there anything that you would like to say?

288 Outline of Question: How do you think people should be dealt with when they commit offences?

289 Outline of Question: What do you think you might have got out of this interview process today?

290 Outline of Question: Would you be willing to be interviewed again at a future date?

- Suggested Answers: Yes / no / maybe

291 Debrief comments participants gave permission to record

292 Quotations participants gave permission to record

293 Matters participants suggested for interviewer to bear in mind for future interviews

APPENDIX B

Categorisation PART 1 Variables 1-473

1 Variable – Participant (participant)

Categories – 1-40 with one category per participant

The cohort comprised all adult offenders with a supervision order, suspended sentence, imprisonment of either a concurrent or consecutive term, adult custody, community order, deferred sentence or IPP public protection order in x Probation Centre area with a supervision requirement that commenced during the month of x 2010, such that their commencement or prison release date is within that month, and who have received an order length of 12 months or greater. The total number of these was 40, comprising 33 men and 7 women. 3 of the men were transferred to other probation authorities, as they moved out of the catchment area for this probation centre and thus this study, and were therefore removed from the cohort, leaving a cohort of 37, but retaining their original participant numbers of 1 to 40, with participants no 1,10&14 removed.

2 Variable – Gender (gender)

Categories – 1=female, 2=male

3 Variable – Age at time of listing on 31.3.10 (age)

Categories – 1=18-26, 2=27-35, 3=36-44, 4=45-53, 5=54-62

The interviews were conducted between x and x and interviewees were divided into age bands by equality of length of band not number of participants within band. Thus each age band covers 9 years. There was no one over the age of 62 and the whole sample were adults and thus 18 or over. Age was taken as the age on the date the list of participants was produced, which was the last day of the probation calendar month being covered by the study.

4 Variable – Mood during interview (intmood)

Outline of Question: What sort of mood would you say you are in today?

Categories: 1=positive, 2=neutral, 3=mixed, 4=negative, (missing values: 5=participant not asked)

5 Variable – Usual mood (usumood)

- Outline of Question: How would you describe your usual mood?

- Categories: 1=positive, 2=neutral, 3=mixed/dependent on circumstances, 4=negative, (missing values: 5=participant not asked, 6=incomplete, inaudible or unclear answer)

6 Variable – Own belief in own desire to improve own life (desirimpr)

- Outline of Question: Do you think of yourself as a person who wants to improve their life?

- Suggested Answers: Yes/No

- Categories: 1=emphatic yes, 2=neutral yes/de facto yes, 3=doubtful yes/partial yes, 4=no/de facto no, (missing values: 5=participant not asked)

7 Variable – Own explanation of that belief (desirimprexp)

- Outline of Question: What makes you think that?

- Categories:

6.1&2 (yes)

Because of action

1=*improved to a good life* eg good job, nice car, nice house, nice friends,

2=*improving a functioning life* eg climbing at work/mobile to get ongoing work/applied to train for better work while working,

3=*improved to a functioning life* ie back working and having a new partner,

4=*starting to establish a functioning life* ie is drunk less, relationships improving, at work, does more, improving reading, wellbeing and talking about problems,

5=*maintaining life* eg keeping place orderly and DIY,

6=*starting life* ie moved away to start afresh, awaiting end of probation and driving ban to start a business,

7=*addressing problem life* ie stopping substance abuse,

Because of agreeing to action with reason to act

8=*I have got a child on the way and have agreed to enter programme where any reoffending seriously punished,*

Because must act with reason to act

9=*because growing up and I have got a child now and just released so must move forward,*

10=*because you need to do good and work hard if you want a nice house, nice wife, nice cars,*

11=*because of lots of problems not caused by me but by my partner and I don't want this and I do have to do something,*

Because wants to act with reason to act

12=*reached a point to want to break the cycle of crime and prison and want to move forward,*

13=*want to have material things and stop the cycle of getting into trouble,*

14=*been on drugs for a little while, I've lost my job and I just want to sort myself out,*

15=*want to get back the life I had before going to court,*

16=*want to change and stay out of trouble,*

17=with all of the trouble I've been in, I just want to change it,
 18=I have got a child on the way *and growing up and bored of criminal life so want to sort life out*,
 19=change my life, I want to be the best I can be in everything I do,
 20=I don't know, we always want to do a bit better, I mean I'm a father and a grandfather so I always want to do better for my son and my grandson,
Because of vague desire for improvement
 21=*want to do/be better/better myself/people always want to do better/better themselves*,
Because of reason to act but no expression of wanting to act
 22=because I haven't really had a chance to improve my life *but now I have got rid of partner*,
 23=because I *like the better things in life*,
 24=because I have got a child on the way,
Because could act but no expression of wanting to act nor reason to act
 25=because I know I can do better than I'm doing now/you can always try to do a little bit better than you're doing,
Because of vague want
 26=*vaguely want to/just want to*,
No expression of what is wanted nor action
 27=because it can't get any worse than what it is at the moment,
Because must act but no reason to act
 28=*others say I am positive when good things happen, but I must pull myself out of my downer when things go bad*,
Expression of want but statement that can't on own
 29=realised I've made a big mistake and I just want to get it sorted and it's the sort of thing you can't sort on your own,
 6.3(doubtful/partial yes)
Because of reason to act but no expression of wanting to act
 30=because I need money really so I can buy my own property,
 31=because I didn't have much education at school and if I have to get a job or something like that, I've got the opportunity to do that,
 6.4 (no)
Because happy with how things are
 32=I'm happy what I'm doing now, I'm a painter and decorator for a hotel group, I want to stick at that, do a day's work and go home, have run my own business before let them have the hassle now,
 (missing values: 33=participant not asked)

8 Variable – Action backing up belief (desirimplact)
 - Outline of Question: What are you actually doing at the moment to improve your life?

Categories:

6.1-3 (yes)

Work

1=working and getting lots of promotion at work,
 2=working to sustain/achieve life/goals wanted,
 3=more work and earning more money and having a goal to go on holiday,
 4=working and applying for additional training to earn more money,
 5=working and staying away from trouble,
 6=working and sorting life out after losing everything to substance abuse,
 7=trying to start own business and trying to settle self and mental state and trying to become financially self sufficient,
 8=working and getting through his punishment and its aftermath,
 9=working/working hard,

Domestic

10=reading and writing at home and cooking,
 11=trying to get a place to live,
 12=moved in with partner and trying to live a healthier lifestyle under her good influence,
 13=travelling, spending time with family and friends, meeting new people and taking driving test,
 14=moved away to start afresh and awaiting end of probation and driving ban to start own business,
 15=home improvements plus some cash in hand work,
 16=sorted out somewhere to live, started driving lessons again and says s/he wants to go back to education,

Substance abuse

17=reducing substance abuse, avoiding antisocial others and trying to do things positively,
 18=staying off alcohol, by resisting, which is very hard, I know I want my life to improve, if I didn't I would give in every time,
 19=just doing my DIY, just trying to get off drugs,
 20=be nicer to people, just not doing, turning to crime mainly, stopped drinking alcohol, that's probably the main factors,
 21=by cutting down on drugs and you know... eventually I want to stop doing drugs... but it's hard,

Seeking work/training

22=trying to get work/training/education,
 23=job hunting and just keeping away from people that I've been in trouble with in the past,
 24=attending probation and/or probation courses, staying out of trouble and planning to start education/training,

25=actively seeking to gain employment and attending work placement,

Little autonomous action

26=trying to engage with all the services that I can and generally just try and crack on,

27=attending probation and/or probation courses,

28=don't know what to do cos I'm coming to probation, haven't got much freedom, can't go abroad, I'm just writing,

29=identifies the need to find work and earn money for things for respect of self and others and to support family,

30=nothing just waiting for services to sort things out for him/er,

6.4(no)

Claims nothing but is actually working and things are as s/he actually wants

31=nothing, I just plod along, but is actually working and is not seeking to improve things because is happy with how things are,
(missing values: 32=participant not asked)

9 Variable – Contemplating failure (contfail)

- Outline of Question: What will you do if that doesn't work out?

- Categories:

8.1-31 (action)

Keeping going/trying

1=intends to just keep going to work, with a plan to eventually try and start a business,

2=intends to just keep going,

3=intends to just keep trying/try again and with a reason to do so,

4=intends to just keep trying/try again,

Is sure

5=is sure it will work out because s/he has a long term/sustainable contract/own business/trade,

6=is sure it will work out if s/he keeps trying,

7=is sure it will work out because s/he says she is determined and is going to do what s/he wants to do,

8=is sure it will work because s/he will work to make it work,

9=is sure it will work out because s/he has people to talk to and turn to if s/he is struggling,

10=is sure it will work out because his/er trust is in God,

11=is sure it will work out because of the value of what is on offer,

12=is sure it will work out,

No useful contemplation

13=who knows, hopefully not commit suicide hey.

14=would continue in a cycle of crime and punishment,

15=says s/he doesn't think like that as it has to work,

16=just gets by and hopes everything will work out because of his/er personal attributes,

17=don't really know, just get on with being a mum I suppose,

18=cannot cope with the concept of things not working out and would panic/become depressed,

19=don't know,

20=hopefully it will work out,

21=no responsibility for things working out/dealing with it eg 'would be stuck' or 'is just waiting' or 'hope it will',

Has a contingency plan

22=has a contingency plan,

(missing values: 23=participant not asked, 24=answer unrelated or question not understood)

10 variable – Belief in current way of life to improve own life (belcurlif)

- Outline of Question: Do you think the way you are living at the moment is helpful to improving your life?

- Suggested Answers: Yes/No

- Categories: 1=emphatic yes, 2=neutral yes or de facto yes or 1 and 3 balancing, 3=doubtful/undermined/partial/conditional yes,

4=no/not really, (missing values: 5=participant not asked)

11 variable – Own explanation of that belief (belcurlifexp)

- Outline of Question: How/How not?

- Categories:

10.1&2(yes)

Creating positive ambiance

1=doing quite a lot of travelling, seen a lot of different things, meeting a lot of different people and different experiences,

2=doing what's needed for me and my child/ren and staying away from antisocial others and being glad to be alive,

3=having a family life with family/partner/child/ren,

4=new partner, not sitting in on own or going out with mates drinking and things, living normal family life, it's improved health as well,

5=moved away, staying away from drink and people who are bad influence and having a quiet life with family in nice area,

6=started going to the gym,

7=got a good job that s/he enjoys and keeps him/er busy and out of trouble,

8=becoming more independent and responsible by living on own and taking responsibility for partner, child and puppy,

9=got my own place, got my own garden, got my nice space around me, got things to do, I'm lucky,
 10=living a normal life, eating properly and my daily routines and just general stuff, seeing my daughter, I've got a life,
Resisting the negative without mention of positive alternative
 11=reducing risk of offending by going out less and drinking less,
 12=staying away from people/places that lead him/er into trouble,
Reliant on others/circumstances
 13=engaging with services that are helping him/er,
 14=because s/he has no money to spend on substance abuse because s/he is not working,
 15=trying not to allow mental health problems to spoil life and relying on being watched by others so s/he does not harm self or others,
 16=because of what others, either formal or informal support, are doing to support him/er,
 10.3(doubtful/undermined/partial/conditional yes)
Trying
 17=concentrating on writing, investing in it, if it goes well, good, if it doesn't I suppose I'll have to look after my business,
 18=trying to get everything back on track,
Reliant on others/circumstances
 19=not really doing anything just waiting to see what happens,
 20=wants a job and own place, is living with parents who are doing job applying for him/er as s/he has computer use ban,
 21=coming to probation is an experience to teach me not to come back here,
Difficulties
 22=struggling to manage financially,
 10.4(no)
Blaming others/circumstances
 23=because of partner,
 24=claims trying but says stuck in a rut and blaming others for not providing housing needed,
 (missing values: 25=answer inaudible or incomplete, 26=participant not asked)

12 variable – Belief in own capacity to do what s/he wants with own life (belcapwan)
 - Outline of Question: Do you feel capable of doing whatever you want with your life?
 - Suggested Answers: Yes/No
 - Categories: 1=emphatic yes, 2=neutral yes, 3=doubtful/partial/conditional/hesitant yes/to an extent I suppose so, 4=neutral/fifty
 fifty/yes and no/uncertain/generalized/depends/kind of/sort of, 5=no/not really, (missing values: 6=inaudible or incomplete answer)

13 variable – Own explanation of that belief (belcapwanexp)
 - Outline of Question: How/How not?
 - Categories:
 12.1&2(yes)
 1=I just feel a lot more stronger and my confidence is brilliant,
 2=been down bad path, been to jail, now out, got freedom back, feel can do it in my own mind, not just listening to others,
 3=because takes each day as it comes,
 4=because medication is controlling his/er mental health and violence and because his/er abusive parent died,
 5=because just feels like s/he can/you can do anything if you put your mind to it,
 6=if I want to do something I do it,
 12.3&4(uncertainty)
 7=because authority's support provides back up, helps him/er speak to others, feel important and connect working to personal life,
 8=just if you want something you go and get it don't you, you've just got to have determination,
 9=because s/he feels independent and able to do things on his/er own,
 10=finds it daunting/foresees problems endless but relies on others help and support,
 11=dependent on resolving mental health issues that lead to substance abuse,
 12=relies on circumstances changing or not changing,
 13=I don't feel, at the moment anyway touch wood, restricted by health or other issues that could stop me doing what I want to do and
 achieve, it's all possible,
 14=will once punishment restrictions are lifted and s/he gets a job,
 15=vulnerable to poor mental health and lack of money, but tries to find meaning through child/ren,
 16=short attention span so sometimes get dragged away or sidetracked so I try and keep that side of it going strong,
 17=it's just a case of getting off drugs really and just being a bit more, to go out and do stuff, go on a course or something,
 18=depends on getting job and mental resilience, disclosure a problem, but already improving relationships with child/ren,
 19=depends on whether s/he can stay off substance abuse,
 20=will once punishment restrictions are lifted and s/he can travel, I like travelling so I'll be travelling,
 21=I don't feel like I could just walk out in the world and just splash out a load of money to do something,
 12.5(no)
 22=because of own mood, situation and physical/mental health problems,
 23=because of controlling partner,
 24=because of mental health problems,

25=because of difficulties with education and learning,
26=the presence of the authorities in her life makes him/er feel out of control of own life,
27=because sentence requirements hang over him/er, drag him/er back to the past, interfere with relationships/work /life,
(missing values: 28=participant not asked)

- 14 variable – What s/he sees as helpful to own life (helplife)
- Outline of Question: What helps you in your life?
- Categories:

People

1=family or a family member and work,
2=family or family member and their resources,
3=family and partner/spouse,
4=family and friends,
5=family or family member/s,
6=family, friends and partner,
7=having child/ren and/or grandchildren,
8=family, friends, partner and people s/he looks up to,
9=my family, they're really supportive, can be when I don't let them down,
10=family, just loads of stuff innit, stuff that boosts you,
11=work and supportive adult daughter,
12=knowing people believe in me,
13=partner/spouse,
14=the people around me,
15=god and close friends,
16=friends, family, money,

Self

17=myself, my personal attributes and my responsibility to my child/ren,
18=rehab meetings, staying away from people who are bad influences, self,
19=no one and nothing, just myself,
20=getting on with what s/he wants to do,
21=personal attributes like confidence or motivation,
22=just myself and my personal attributes like motivation,

Circumstances

23=probation and turning point,
24=money,

Nothing

25=s/he just shakes his/er head as if s/he cannot think of anything that helps,
26=not alot really, though when urged to think of something says exercise and that s/he does as much of it as his/er leg allows,
(missing values: 27=inaudible or incomplete answer)

- 15 variable – What s/he sees as an obstacle to own life (hindlife)
- Outline of Question: What gets in your way in your life?
- Categories:

Others

1=expartner,
2=antisocial others/friends,
3=friends and family,
4=partners in the plural,

Authorities

5=loss of driving license,
6=proving his/er innocence,
7=having to attend probation and/or other sentence requirements and/or police attention,
8=lots of things, specifically rules/constraints,
9=many problems, takes no responsibility, blames council and driving ban for threat of homelessness and says he's 'cream crackered',
10=criminal record and disclosure getting in the way of getting work and time in prison spoiling family relationships,

Own inadequacies

11=mental and physical health problems,
12=health problems,
13=poor ability to deal with problems and situations,
14=mental health problems and the proximity of others seen as an aggressive threat,
15=anger,

Delay

16=not much, just the slow pace that things happen,

Prosocial life

17=work,

Material lack

18=lack of money,

Substance abuse

19=many varied things seen as random that annoy him/her, including bereavement that got him/her down and lead to substance abuse,

20=substance abuse,

21=substance abuse, driving ban, partner's expartner,

22=probably alcohol.... crime used to, I think that's probably about it really,

23=substance abuse and people who are a bad influence,

Offending

24=offending,

Nothing

25=nothing,

16 variable – Ability to face obstacles (hindlifeace)

- Outline of Question: What are you doing about that?

- Categories:

15.1-24 (has obstacles)

1=confronted obstacle, trying to overcome it and implementing strategy to cope with it and to get rid of it, 2=confronted obstacle, trying to overcome it and implementing strategy to cope with it but not to get rid of it,

3=confronted obstacle, trying to overcome it, but has no strategies to cope with it nor get rid of it,

4=not confronted obstacle nor trying to overcome it, but has some strategy to cope with it,

5=not confronted obstacle nor trying to overcome it nor has a strategy for coping with it but is waiting for others or time or authorities to solve it,

6=obstacle is the law/society itself and s/he seeks to bend not break it/defy it in small ways/keep out of its way/play it at its own game,

7=just keep going/trying/getting on with it/doing my best/getting over them in general terms,

(missing values: 8=participant not asked)

17 variable – Desire to cooperate with other people (desircoop)

- Outline of Question: Do you want to cooperate with other people?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=neutral yes,

3=yes you have to, recognizing the requirement,

4=yes you have to, recognizing the requirement and linking it to work,

5=yes if people are the right people,

6=yes if they are nice to me,

7=says s/he gets on with/is cooperative with everyone/a lot of people but without specifically answering the question,

8=I'm alright with other people but not, not with the coppers,

9=I want to but I find it difficult,

10=some or sometimes,

11=not anymore or de facto not anymore because I have been taken advantage of/been used whenever I helped others,

18 variable – Believes other people want to cooperate with him/her (belpecoop)

- Outline of Question: Do you think that other people want to cooperate with you?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=neutral yes/de facto yes/yes where 1 and 3 balance out,

3=doubtful yes/conditional/hoped/dawning yes/hesitant yes/I'd like to think so/I think so/I suppose so,

4=neutral/fifty fifty/uncertain/some/sometimes/don't know,

5=probably not/doubtful/won't believe it,

6=people have to because of my work,

(missing values: 7=in audible or incomplete answer, 8=participant not asked)

19 variable – Believes s/he tries to cooperate with other people (beltrycoop)

- Outline of Question: Do you try to cooperate with other people?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=neutral yes or 1 and 3 balancing,

3=I would say so yes,
 4=yes if I haven't been drinking,
 5=yes that emphasizes the try,
 6=yes that emphasises the try and also the need for reciprocity,
 7=sometimes yes,
 8=I don't sometimes but I try now,
 9=negative connotation like 'don't always work' or 'don't always try' without a yes or no,
 10=no/not really,
 (missing values: 11=participant not asked, 12=incomplete or inaudible answer)

20 variable – How s/he sees outcome of efforts to cooperate with other people (seefcoop)
 - Outline of Question: What happens when you try? (or do you think would happen if you tried?)
 - Categories:
 19.1-9&19.11&12(what happens when you try)
 1=positive outcome,
 2=generally positive outcome,
 3=mixed/noncommittal/confused/conditional outcome/it depends/some times positive and sometimes not,
 4=mixed/noncommittal/confused/conditional outcome but leaning towards the negative,
 5=negative/usually negative outcome,
 6=s/he finds that having to be polite for work is making him/her a politer person more generally,
 7=s/he speaks of cooperation only in terms of when s/he is in charge, but s/he does not report on outcome,
 8=s/he finds when s/he is respectful that's a better way while swearing is no good, but s/he does not report on outcome,
 19.10(what do you think would happen if you tried)
 9=s/he can't even really try and says s/he would just clam up if s/he tried because s/he's lost all trust, (missing values: 10=inaudible or incomplete answer, 11=understanding not clear)

21 variable – Believes his/her interests served by flourishing society (intflosoc)
 - Outline of Question: Do you think it's in your interests that society flourishes?
 - Suggested Answers: Yes/No
 - Categories: 1=emphatic yes, 2=neutral yes/yes where 1 and 3 balance, 3=doubtful/conditional/partial yes, 4=neutral/withholding judgement/yes and no/uncertain, 5=no/not really, (missing values: 6=understanding not clear)

22 variable – Believes it's in society's interests that s/he flourishes (intsocuflo)
 - Outline of Question: Do you think it's in society's interests that you flourish?
 - Suggested Answers: Yes/No
 - Categories:
 1=emphatic yes,
 2=neutral yes/de facto yes,
 3=doubtful yes/conditional/partial yes/I think so/should do yes/in a way yes,
 4=uncertain/don't know,
 5=don't think society cares one way or another,
 6=not necessarily I wouldn't say so or no or other negative statement, but with I want to flourish for myself/flourishing is in my own interest,
 7=no,
 (missing values: 8=participant not asked)

23 variable – Believes society behaves as if that's in its interests (belsocbehav)
 - Outline of Question: Do you think that society behaves as if it's in its best interests for you to flourish?
 - Suggested Answers: Yes/No
 - Categories:
 1=emphatic yes,
 2=neutral yes/1 and 3 balanced,
 3=doubtful yes/conditional yes/partial yes/I suppose so,
 4=neutral/uncertain/mixed/sometimes/variable/don't know/yes and no/depends/some ways and some ways not,
 5=not always/not sometimes/uncertain/partial with a leaning towards no,
 6=no or not really or not necessarily,
 (missing values: 7=answer does not appear to reflect understanding of the question, 8=participant not asked, 9=inaudible or incomplete answer)

24 variable – Believes society's interests are in own interests (belsselfsocint)
 - Outline of Question: Do you think that whatever is in society's best interests is also in your best interests?
 - Suggested Answers: Yes/No
 - Categories:
 1=emphatic yes,

2=neutral yes/1 and 3 balance,
 3=doubtful/conditional/partial yes/should do yes/I suppose/mostly,
 4=neutral/uncertain/variable/don't know/yes and no/sometimes/depends/some things,
 5=uncertain or partial but with a leaning towards no/not always,
 6=no or not really or not necessarily,
 (missing values: 7=participant not asked)

25 variable – Believes society cares about him/er when it punishes him/er (belsoccare)
 - Outline of Question: Do you feel that society cares about you when it punishes you?
 - Suggested Answers: Yes/No
 - Categories:

Emphatic yes

1=emphatic yes,

Yes

2=neutral yes,

Partial yes

3=doubtful/conditional/partial yes, with the care being that magistrates do understand people have problems and don't like punishing them,

4=doubtful/conditional/partial yes, with the care demonstrated by not being sent to prison,

5=doubtful/conditional/partial yes, with the care demonstrated by not being treated like you are subhuman,

6=doubtful/conditional/partial yes, saying society is making it's statement of rights and wrongs,

Mixed

7=yes and no, but mostly yes, because there has to be a punishment, but there must be rehabilitation too and I have been helped more than punished,

8=yes and no, yes cos got to learn/realize your mistakes/route in life but no cos puts you behind/blocks life,

9=neutral/uncertain/mixed/variable/depends/kind of/some do some don't,

Negative

10=expression of hope but believes not,

11=not always/not all the time,

12=if society is told the proper truth, yes, but if society doesn't know, which sometimes happens, then unfortunately I'm stuck,

13=no because didn't understand me and did what was in society's interest not my interest, which I can understand,

14=if you do something wrong you've got to be punished ain't ya,

15=you get punished for your own actions if you do wrong and it's nothing to do with society caring or not,

16=no/generally no,

17=I did feel a bit hard done by at the time, that's why I did re-offend I think,

(missing values: 18=participant not asked, 19=inaudible or incomplete answer)

26 variable – Resents society for punishing him/er (ressocpun)

- Outline of Question: Does being punished make you resent society?

- Suggested Answers: Yes/No

- Categories:

No with acknowledgment

1=no with acknowledgment of benefit and/or justice of it/no, not when know I've done wrong/need to be punished/shown the right way,

No

2=no,

Partial no with acknowledgment

3=doubtful/conditional/partial/eventual/hesitant no but with acknowledgment of benefit and/or justice of it, Partial no

4=doubtful/conditional/partial/eventual/hesitant no,

Mixed

5=neutral/uncertain/conditional/variable/sometimes without leaning either way,

6=depends on whether s/he feels the sentence/treatment is fair/depends on what the punishment was for

Positive

7=yes,

8=resents those with whom s/he got involved with crime when s/he is punished without reference to whether or not s/he resents society,

9=sometimes yeah/yes a bit,

10=to some degree cos alcoholism is an illness so I was punished for illness like the disabled being punished for being disabled,

11=does kind of because when you don't do nothing wrong, do something silly then end up on probation,

(missing values: 12=incomplete or inaudible answer, 13=participant not asked)

27 variable – Believes s/he is society's victim when punished (belsocvic)

- Outline of Question: Do you feel like you are society's victim when you are punished?

- Suggested Answers: Yes/No

- Categories:

No

1=no, because if you do something wrong you have to expect and accept punishment/I put myself there and it's for me to deal with it,

2=no/not really/not at all/no I don't think so,

3=no I don't feel like I'm beaten,

Neutral

4=I've let myself down/ I've brought it upon myself, but hinting at blame on substances/others,

Yes

5=initially yes, but then you start realising that you do what you do so you get punished for it,

6=yes sometimes, but sometimes the punishment is for a reason,

7=uncertain/sometimes/temporary/partial but with a leaning towards yes,

8=yes cos alcoholism is an illness. I'm not blaming society totally. I have my responsibilities but there's little compassion,

9=yes or de facto yes because the police punish me but don't help me when I'm the victim,

10=yes or de facto yes because the police beat me up,

11=yes,

12=a little bit yeah, not much. The victim probably feels worse,

(missing values: 13=inaudible or incomplete answer, 14=participant not asked)

28 variable – Punishment encourages pity for victim or self (punencpity)

- Outline of Question: Does being punished make you feel sorry for your victim or sorry for yourself?

- Suggested Answers: Yes/No for victim, Yes/No for self

- Categories:

Victim

1=sorry for victim and not self at least to some degree,

Both

2=sorry for both,

Neither

3=explaining not sorry for self and making no reference to being sorry for victim or not and taking blame on self,

4=sorry for neither,

5=sorry for neither belittling or denying victim, but feeling sorry for partner and motivated by punishment to change,

6=sorry for neither belittling or denying victim,

7=sorry for neither belittling or denying victim and painting self as actual victim, but also taking some blame on self,

8=not sorry for victim belittling or denying victim and making no reference to being sorry for self or not,

Self

9=sorry for self, but taking some blame on self,

10=sorry for self,

11=sorry for self and seeing self as victim, but also taking some blame on self,

12=sorry for self belittling or denying victim and painting self as actual victim,

Variable

13=initially both but now realizes it's got to be victim s/he should always feel sorry for and can't blame circumstances,

14=initially both but now read what victim says and doesn't agree with it so doesn't feel sorry for the victim anymore,

15=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore,

(missing values: 16=participant not asked, 17=answer unclear with regard to pity)

29 variable – Why does punishment encourage pity for victim and/or self (whytweeig)

- Outline of Question: Why?

- Categories:

28.1(victim)

1=I got myself into it/chose to do it/deserve punishment and I'm sorry for what I've done and those that suffered cos of it,

2=in some ways sorry for victim cos in this case they suffered physical injury and pain, that's not acceptable, I wouldn't want it to happen to me,

3=more or less sorry for the victim but no point feeling sorry for myself because shouldn't have done it in the first place,

28.2(both)

4=I get punished for things but those who do me wrong don't, so you've got to be strong or you'll be vulnerable,

5=being on the receiving end of punishment makes me feel sorry for myself and if victims are on the receiving end of what I did then I feel sorry for them, but sometimes I don't feel sorry for them if they are equally to blame with me,

6=it was an unfortunate happening,

7=I got myself into it and/or I did it,

8=I feel sorry for the victim but also for myself because I have to deal with the consequences,

9=sorry for self cos of punishment but learned of victim suffering hearing victim impact statement and doing courses,

10=I feel stupid and sorry for myself for letting myself and my family down and for my victim if I have done anything to them,

11=I got myself into it/I'm the person that chose to do it and I'm sorry for what I've done and/or the people I did it to,

12=because something bad happened to the victim and because I don't want to go to jail or probation,

28.3-8(neither)

13=I did wrong and I accept the consequences but it was only shoplifting so I don't feel sorry for my victim,
 14=I don't believe there was a victim,
 15=I got myself into it and/or I did it,
 16=if someone has wound you up you don't feel sorry for them you want revenge,
 17=my victim deserved what he got because he treated me unfairly and I found out later his company had done bad things and I call him Taliban, but I accept the punishment I got because I did wrong,
 18=because it was only a hotel and no one was harmed and I'm paying them back, but I did cause partner misery so sorry for that,
 19=because it was just shops and they can claim on their insurance and have their own money,
 20=because it was just shops and they can claim on their insurance and are rich and exploit people anyway,
 28.9-12(self)
 21=I got dragged/lured into it and I shouldn't have been punished and the people who should have been punished walked free,
 22=I got hit and if I hadn't done what I done I wouldn't be punished,
 23=I don't know why but I cry and feel sorry for myself and not for what I have done nor victim,
 24=I was stupid,
 25=I was victim, hurt self, let self down, never hurt others, just maybe shamed family, let them down, let substances rule, got lazy, went into dream world, a way of having to...my fault, got to get on with it.
 28.13-15(variable)
 26=initially both but now s/he realizes its got to be the victim s/he should always feel sorry for and one can't blame ones circumstances,
 27=initially both but now s/he has read what the victim says and s/he doesn't agree with it so s/he doesn't feel sorry for the victim anymore,
 28=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore,
 (missing values: 29=participant not asked)

30 variable – What s/he believes society can learn from him/er (whatsolearn)

- Outline of Question: What do you think society can learn from you?

- Categories:

What people in his/er position should do

1= from own experiences, specifically not to commit crime and/or to stay on the straight and narrow (including not abusing substances in 1 instance)

2=from own experiences, specifically to pick yourself up and keep going in adversity or you end up doing wrong and in jail,

3=from own experiences, specifically to change whole behaviour, the way I am, take pride in your life, don't go down the same path I did,

4=from own experiences, specifically that there is a right and wrong way of doing things,

How society should react to people in his/er position

5=show compassion and understanding for people with problems, not point finger, just because they don't have that problem,

6=sometimes good people can flip and act out of character, not indicative of their general being, not that it excuses it,

7=that punishment needs to be timely otherwise it interferes with people moving on,

8=that people can change,

9=not to judge a book by its cover because we are not all bad,

Alternative society/laws/ways of being

10=how to be relaxed,

11=to change/be lenient with the law/society to fit the offender and allow the offence/be lenient with offending/protect offender from offending,

12=his/er own ideas about an alternative society that s/he is writing in a book, but not coherently presented here,

Skills

13=teaching practical skills like building to young people, especially those who have done wrong,

14=how to protect property from theft,

15=practical skills like cooking,

Nothing

16=never been in that situation, I'm a good person, eventually hopefully people can get something out of me, just don't know what,

17=don't know/not sure,

18=nothing/nothing much/not alot,

19=it's never going to happen one person can't change the world,

31 variable – What s/he believes s/he can learn from society (whatlearnsoc)

- Outline of Question: What do you think you can learn from society?

- Categories:

Specific constructive things

1=how your actions affect others, so don't be so selfish, consider others,

2=being a good person/staying out of trouble/sticking to the rules/doing what's right/not being bad/living a good/normal life,

3=education and skills,

4=leaving a legacy of having taught others just as others did for me and selfbelief,

5=how to get rich quick,

6=to see people can have a caring side,

7=how to live, how to survive,

8=that when I'm under the influence of substances I am an absolute idiot,

9=about life or how to be,

10=respecting people as they are,

Nothing

11=don't know,

12=nothing/nothing much,

13=spoke of things s/he liked in this country instead of his/her original country such as business life, freedom and openmindedness,

14=s/he just goes along with it and does what s/he wants to do within the law,

15=nothing/nothing much as other people just let you down and you should just rely on yourself,

16=nonspecific general recognition of general learning,

17=no not at my age,

18=nothing really, just to be in it,

19=not a lot really, just got to learn for myself,

(missing values: 20=participant not asked, 21=inaudible answer)

32 variable – What s/he believes is best way to achieve what s/he wants (whatbestway)

- Outline of Question: What is the best way you have found to achieve what you want in your life?

- Categories:

Specific constructive actions

1=specific constructive things specifically to be a good person and go to work and do what everybody else does in life,

2=specific constructive things specifically working hard and being punctual so you are not always playing catch up,

3=specific constructive things specifically working and/or working hard,

4=specific constructive things specifically being honest, working, getting on with things, doing a good job, but contemplating failure and resenting not keeping earnings for self,

5=specific constructive things specifically improving education,

Specific undoing of negatives

6=listening to advice, talking about problems, avoiding bottling things up and avoiding substance abuse,

7=stopping substance abuse,

Generalities/outlooks

8=just doing it or just sticking to it or having a go at it or going FOR it, with attributes or actions mentioned,

9=just doing it or just sticking to it or having a go at it or going FOR it, without attributes or actions mentioned,

10=just to go WITH it and persevere,

11=just think about myself and/or my kids or just keeping to myself,

12=talking about things,

13=just being positive,

14=giving God control of my life,

15=being nice to people,

16=think things through, take advice, set yourself goals and stick to them,

17=I don't know really, I haven't really achieved anything really so well, getting up and doing it myself,

No longer relevant

18=taking time out in jail to think about one's life/goals and/or to want to start fresh when one comes out,

Nothing

19=no real idea/don't know/not sure,

33 variable – Believes s/he is now following his/her best way (belfolbest)

- Outline of Question: Is that the way you are trying to achieve things at the moment?

- Suggested Answers: Yes/No

- Categories:

32.1-17(has offered something relevant)

1=yes or de facto yes or trying to,

2=gives excuses as to why not,

3=no, when asked why,cos got to look at short term and long term goals, can't start at top, have to work your way up,

4=s/he is just enjoying what s/he is doing at the moment,

(missing values: 32.18(any relevant alternative way to achieve)5=doesn't really know what would achieve things, but is just trying to do probation which is helping her achieve some goals, 6=participant not asked)

34 variable – Picturing a better way (picbetway)

- Outline of Question: Can you picture a better way to achieve what you want in your life?

- Suggested Answers: Yes/No

- Categories:

No

1=I'm doing what I want to do/what is the best way/right for me/content with how things are/approach s/he is taking,

2=no because you don't get anything on a plate these days you have to work hard for everything,

3=not really because I can't do any better at the moment,
4=no because couldn't do this on his/er own,
5=neutral no or not really or de facto no or I don't think so,
6=no not yet or not at the moment or de facto not yet,

Yes

7=yes or de facto yes,

Equivocal yes

8=not at the moment with my...(starting to blame his physical or mental problems, then realising) well yeah I can,
9=believes there is always a better way as there is always something that stands in your way,
10=doing what s/he is doing and making a fresh start and staying on the straight and narrow,
11=sticking better to what s/he should be doing and not letting laziness undermine it,
12=yes but I would have to get probation out of the way first,
13=picturing something better but outside his/er control ie winning the lottery,
(missing values: 14=participant not asked, 15=in audible answer)

35 variable – What s/he believes would be a better way (whatbetway)

- Outline of Question: What would that way be?

- Categories:

34.7(yes/de facto yes)

1=moving away,

2=getting a job and settling down with my partner/spouse and my child/ren,

3=being friendlier, better tempered and less violent,

4=I suppose by actually doing stuff, getting out there and physically doing it you know,

5=not arguing with my partner all the time, like my son is very well looked after but arguing with somebody is not good,

6=clean body, clean mind,

7=with my partner and child,

34.8-13(equivocal yes)

8=working fulltime, (34.12)

9=getting out of this depression and bettering myself, (34.8)

10=making a fresh start and staying on the straight and narrow, (34.10)

11=by sticking better to what s/he should be doing and not letting laziness undermine it, (34.11)

12=coming in to money by winning the lottery, (34.13)

(missing values: 13=participant not asked)

36 variable – Choosing someone in his/er life to think about (choopers)

- Outline of Question: Think about someone in your life. Who are you thinking of?

- Categories:

1=dad,

2=mum,

3=child/ren,

4=partner/spouse,

5=other family member,

6=child followed by spouse/partner,

7=child and dead best friend,

8=expartner,

9=friend who is his/er former landlady/lord,

10=I've got no-one only my dog,

11=no one as ex boyfriend died a year ago,

(missing values: 12=participant not asked)

37 variable – Choosing a response from that person (chooresp)

- Outline of Question: If you had the choice between that person (or substitute person) saying to you:

“You are doing brilliantly” Or “I will do whatever you tell me to do”

Which would you choose?

- Suggested Answers: “You are doing brilliantly” / “I will do whatever you tell me to do”

- Categories: 1=“You are doing brilliantly” including if a synonym is used, 2=“I will do whatever you tell me to do”, 3=both,

4=neither, 5=want honest assessment of how I am doing and I don't want unadulterated obedience, (missing values: 6=participant not asked)

38 variable – Choosing a group s/he is part of (choogroup)

- Outline of Question: Think about a group of people that you are part of. Who are you thinking of?

- Categories:

1=family,

2=friends,

3=family and close friends,
 4=not really part of a group but a friend or two,
 5=workmates,
 6=chooses a group s/he is not really part of specifically 'my daughters',
 7=chooses an elite depersonalized group conferring status such as the masons or buffaloes or golf CLUB,
 8=neighbours,
 9=sports TEAM or sports friends s/he USED to be part of,
 10=people in support groups such as Turning Point, Alcoholics Anon and/or supported accommodation,
 11=needed help thinking of a group or group not specified,
 12=sports TEAM or sports friends s/he IS to be part of,
 13=me and my son,
 (missing values: 14=inaudible or incomplete answer, 15=participant not asked)

39 variable – Choosing a role that group (choorole)

- Outline of Question: If you had a choice between:

Feeling like you really belong in that group Or Feeling like you really stand out in that group

Which would you choose?

- Suggested Answers: Feeling like you really belong in that group/ Feeling like you really stand out in that group
 - Categories: 1=feeling like you really belong in that group, 2=feeling like you really stand out in that group, 3=both, 4=neither,
 5=speaks about wanting to belong but emphasizes himself as the boss thus illustrating a de facto desire to stand out, 6=statement of de facto feeling like I'm in the group. Being part of the group, I always have done, without a statement of desire, 7=I do stand out in the group but I'd rather feel like I belong in the group, (missing values: 8=participant not asked)

40 variable – How respectfully/fairly s/he feels treated by workmates/others (respfairw)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by workmates (past or present and including work placements/experience) (or group of choice, such as other mates/acquaintances/neighbours/people generally, if not working)
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly respectfully and fairly (eg 3), 3=cfifty fifty or variable (eg 2.5),
 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0), (missing values: 6=1 or 2 about replacement group, 7=2.5 or varies/depends about replacement group, 8=3 or 4 about replacement group) note where treatment at work is used it refers to working or used to work or some experience of work like situation and where work treatment is not selected it can refer to not currently working but not necessarily never worked

41 variable – How respectfully/fairly s/he feels treated by family (respfairf)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by family
 - Categories: 1=ctotally respectfully and fairly (eg 4 or c4), 2=cmostly respectfully and fairly (eg 3 or 3.5), 3=cfifty fifty or variable (eg 2.5), 4=cmostly or anything short of totally disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0 or 1.5), (missing values: 6=participant not asked, 7=answer unclear)

42 variable – How respectfully/fairly s/he feels treated by teachers (respfairt)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by teachers
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly respectfully and fairly (eg 3), 3=cfifty fifty or variable (eg 2.5 or any option including that), 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0 or 1.5), (missing values: 6=participant not asked)

43 variable – How respectfully/fairly s/he feels treated by police (respfairp)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you are treated by police
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly respectfully and fairly (eg 3), 3=cfifty fifty or variable (eg 2.5), 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0), (missing values: 6=participant not asked)

44 variable – How respectfully/fairly s/he feels s/he treats workmates/others (wrespfair)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat workmates (or group of choice, such as other mates/acquaintances/people generally, if not working)
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly/very respectfully and fairly (eg 3 or 3.5), 3=cfifty fifty or variable (eg 2.5), 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0), (missing values: 6=1 or 2 about replacement group, 7=2.5 or varies/depends about replacement group, 8=3 or 4 about replacement group)

45 variable – How respectfully/fairly s/he feels s/he treats family (frespfair)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat family
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly respectfully and fairly (eg 3 or 3.5), 3=cfifty fifty or variable (eg 2.5), 4=cmostly/a bit disrespectfully and unfairly (eg 2), 5=ctotally/all the time disrespectfully and unfairly (eg 1 or 0), (missing values: 6=participant not asked)

46 variable – How respectfully/fairly s/he feels s/he treats teachers (trespfair)

- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat teachers
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly respectfully and fairly (eg 3 or 3.5), 3=cfifty fifty or variable (eg 2.5), 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0), (missing values: 6=participant not asked)
- 47 variable – How respectfully/fairly s/he feels s/he treats police (prespfair)
- Outline of Question: On a scale of 1 – 4, how respectfully and fairly do you think you treat police
 - Categories: 1=ctotally respectfully and fairly (eg 4), 2=cmostly/I think I have been/de facto was respectfully and fairly (eg 3 or 3.5), 3=cfifty fifty or variable or depends (eg 2.5), 4=cmostly disrespectfully and unfairly (eg 2), 5=ctotally disrespectfully and unfairly (eg 1 or 0), (missing values: 6=participant not asked)
- 48 variable – Moral view on hitting people (moralhit)
- Outline of Question: Do you agree with these statements?
You shouldn't hit people
 - Categories: 1=emphatically says believes wrong, 2=says believes wrong, 3=believes it depends on the circumstances, 4=believes there is nothing wrong with it, (missing values: 5=incomplete or inaudible answer)
- 49 variable – Moral view on shouting at people (moralsho)
- Outline of Question: Do you agree with these statements?
You shouldn't shout at people
 - Categories:
1=emphatically says believes wrong,
2=says believes wrong,
3=hesitantly says it's wrong or goes on to subsequently seek legitimate situations when it could be legitimised,
4=believes it depends on the circumstances or sometimes or yes and no,
5=believes/partially believes there is nothing morally wrong with it/not necessarily/no,
- 50 variable – Moral view on rights of ownership (moralown)
- Outline of Question: Do you agree with these statements?
Some things belong to other people and you don't have the right to take them
 - Categories: 1=emphatically says believes wrong, 2=says believes wrong, 3=believes it depends on the circumstances, 4=believes there is nothing wrong with it,
- 51 variable – When moral view on hitting people formed (wmoralhit)
- Outline of Question: How old were you when you first thought.....?
Your moral view regarding hitting people
 - Categories:
1=preschool age below 5 years, always, in upbringing from the start, from little, an early age, young,
2=junior school age 5-10 years (round 11 into this group if mixed with a younger age),
3=secondary school age 11-15 years or teenager (round 16 into this group if mixed with a younger age),
4=just school leaving age16-18,
5=adulthood 18+,
6=18+ during and/or as part of punitive and/or rehabilitative process,
7=18+ as part of learning about impact on/learning from family/ relationship,
8=18+ as part of trying to start a business and/or disciplining at work,
9=18+ as part of not going out drinking and stuff like that,
10=still don't know or don't wholly know,
11=I don't really think about it,
(missing values: 12=insufficient data, 13=participant not asked)
- 52 variable – When moral view on shouting at people formed (wmoralsho)
- Outline of Question: How old were you when you first thought.....?
Your moral view regarding shouting at people
 - Categories:
1=preschool age below 5 years, always, in upbringing from the start, from little, an early age, young,
2=junior school age 5-10 years (round 11 into this group if mixed with a younger age),
3=secondary school age 11-15 years or teenager (round 16 into this group if mixed with a younger age),
4=just school leaving age16-18,
5=adulthood 18+,
6=18+ during and/or as part of punitive and/or rehabilitative process,
7=18+ as part of learning about impact on/learning from family/ relationship,
8=18+ as part of trying to start a business and/or disciplining at work,
9=still don't know or don't wholly know,

(missing values: 10=insufficient data, 11=participant not asked)

53 variable – When moral view on rights of ownership formed (wmoralown)

- Outline of Question: How old were you when you first thought.....?

Your moral view regarding things belong to other people and you don't have the right to take them

- Categories:

1=preschool age below 5 years, always, in upbringing from the start, from little, an early age, young,

2=junior school age 5-10 years (round 11 into this group if mixed with a younger age),

3=secondary school age 11-15 years or teenager (round 16 into this group if mixed with a younger age),

4=just school leaving age 16-18,

5=adulthood 18+,

6=18+ during and/or as part of punitive and/or rehabilitative process,

7=18+ as part of learning about impact on/learning from family/ relationship,

8=18+ as part of trying to start a business and/or disciplining at work,

9=still don't know or don't wholly know,

(missing values: 10=insufficient data, 11=participant not asked)

54 variable – Why s/he believes s/he has gone against own morals (vownmorals)

- Outline of Question: If you have done any of those things that you think are wrong, why have you done them?

- Categories:

Haven't

1=don't think I ever have gone against my own moral standards,

Self-interest

2=self interest and greed,

Situation

3=support self when no opportunities, no home, hungry and join fights cause felt right to join to support family/friends,

Bad influences or experiences

4=became a violent person after abuse as a child which made the littlest thing make my mind go black and I'd just snap,

5=the bad influence of the place I live and the people around me,

Not known or thought

6=not thinking,

7=I don't know,

8=because I didn't think they were wrong at the time,

9=young and stupid,

10=doing what boys do and not thinking about consequences,

Provocation

11=anger, lost control of self/anger/emotion/temper, short fuse, fly off handle,

12=spur of the moment/heat of the moment,

13=pressure and/or stress,

14=anger, stupidity and youth,

15=many reasons specifying having a laugh and losing temper and retaliation,

16=in retaliation/as punishment/in response to a perceived wrong,

17=anger, maybe they've done something disrespectfully to me,

18=momentary lapse, rage and self defence,

19=lack of judgement, lapse in concentration, lack of control and other side equally to blame anyway,

Substances

20=I enjoy substance abuse and I like getting out and meeting people when selling substances,

21=because of or under the influence of substance abuse,

Impression

22=to show people not to bother me,

(missing values: 23=participant not asked)

55 variable – Current action being taken by him/er to improve life (curract)

- Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to improving your life?

- Categories:

For others

1=helping up an old man and getting new safety arrangements at work and feeling good about it but unappreciated,

Skills

2=applied to college,

3=sorting out driving licence,

4=filling in magazine items, worrying about her mum's health, watching TV,

Substance abuse

5=trying to stay off substance abuse and get others to, praying to God, going to gym,

6=trying to stay away from substance abuse/cutting down on substance abuse/monitoring substance abuse/going to the pub less,

7=went to Amsterdam by myself so learnt a lot about myself and other people, meeting new people,

Avoiding negative

8=staying away from those who are a bad influence,

9=keeping out of trouble,

Selfcare

10=spending some time on rest or recovery or treatment or keeping self fit and well,

11=engaged with services, tidied house, cut grass, but with court case hanging over me I can't think any further than that,

12=looking for work and tidying house and garden for party for daughter,

13=looking for work,

Working

14=DIY at home and as casual work,

15=working,

16=one off bit of work,

17=at home working on my writing and went over to a friend's yesterday,

18=being organised, getting good work, doing the normal things,

Nothing

19=nothing or de facto nothing,

20=don't know,

Incidental

21=I've lost my phone so I've lost drug dealers numbers and haven't gone to get them so not getting any drugs,

22=saw a good friend of mine get married, he gave a very moving speech, which was quite inspiring,

Further ago than last week

23=shakes head and can't think of anything recent, but said bought a dog since leaving jail,

(missing values: 24=incomplete or inaudible answer)

56 variable – How typical is that action of his/her current level of such activity (typcurract)

- Outline of Question: Do you think that's been a typical week?

- Suggested Answers: Yes/No

- Categories:

1=typical,

2=partially/usually/possibly/conditionally/recently typical,

3=not typical at all,

4=evasive,

(missing values: 5=participant not asked)

57 variable – In what way typical (whatwaytyp)

- Outline of Question: How/how not?

- Categories:

56.1(typical)

Positive

1=I am always out looking for work,

2=I usually try and cut down on substance abuse,

3=starting to have an organized normal life working and getting up in the morning,

Neutral

4=I am normally at home watching TV,

5=I spend a lot of time up London, places like that,

56.2(partially typical)

Positive

6=only just started looking for work,

7=because finding work will lead to getting a flat and rebuilding relationships that were damaged is important because we need people,

8=I think I must spend the time writing,

9=just started going to the pub less,

Neutral

10=It is normal for me to prioritise the child/ren,

11=some weeks I don't work,

12=vague claim of usually doing loads of stuff,

56.3(not typical)

Positive

13=I've only just realized I'm an alcoholic and I have only just started to resist the craving for alcohol,

14=ability to avoid alcohol varies,

Vague

15=claim of usually doing loads of stuff but unable to specify anything even when pressed and on being pressed again can only name probation,

16=everything uncertain at the moment,

(missing values: 17=participant not asked)

58 variable – Picturing him/erself doing more and bigger things to improve life (picmore)

- Outline of Question: Can you picture yourself doing more and bigger things to improve your life?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes/de facto yes/1 and 3 balancing,

3=conditional yes or doubtful yes or hopefully or got to or I suppose so,

4=yes based on getting more than doing,

5=don't know,

6=no/not at the moment/de facto no/de facto not at the moment,

7=no/not at the moment/de facto no with focus on excuses why s/he can't do things and/or on the things s/he can't do,

(missing values: 8=participant not asked, 9=in audible or incomplete answer)

59 variable – What is pictured (whatpic)

- Outline of Question: What things would those be?

- Categories:

58.1&2(yes)

Work

1=more successful, get a good job, have nice things and a car and things,

2=working now and getting my driving license back soon, going on a course and getting a better job back with my old company,

3=get work and gradually better work, gradually improving family relationships, money, getting fit when have money,

4=build up my business and/or get more work with earn more money,

5=get work or succeed at work or keep working or get a specific job,

6=getting my driving license and getting my business going/started/growing,

7=get qualifications/college or/then work in same answer,

8=going back to work, enjoying my life and stop coming to probation,

9=learn to drive and get a proper job,

10=getting my business going/started/growing and having a family,

Education

11=get an education and learning to drive,

12=go to college,

Domestic

13=get a place/house and get a job/better job,

Substance abuse

14=continue trying to control substance abuse and then after that and after probation finishes try and give up smoking and get healthier,

Vague

15=carry on progressing/ I'll go as far as I can to try and get it,

58.3-5(uncertainty)

Delayed

16=I should be trying to advertise to get jobs but I never get round to it, I rely on my mum too much, I printed business cards, must hand them out now,

Work

17=rise higher at work and get more money,

18=get qualifications/college or/then work in same answer,

19=keep working and get my licence back so I can earn more and stop losing work because I can't drive,

20=getting my business going/started/growing,

21=more money, more work, more time with family,

Domestic

22=get a place and/or mortgage,

Substance abuse

23=speaks of wanting to have with help from drug counseling and being given the family business and family money with no mention of work for either,

24=stay off substance abuse, get closer to God, help others more,

Outside control

25=the book I'm wanting to write to sell, but also to make his/er writing more accessible,

58.6&7(no)

Domestic

26=get a place/house and/or mortgage

Delayed

27=going into hospital when I get a place, as they won't do my operation until I have a place,
(missing values: 28=participant not asked)

60 variable – Intention to act on it (intact)

- Outline of Question: Are you going to do them?

- Suggested Answers: Yes/No

- Categories:

59.1-27

1=emphatic yes,

2=yes,

3=conditional yes or doubtful yes or expression of trying to, hoping to, aiming to, wanting to,

4=just waiting,

5=uncertain/don't know,

6=no, not really,

(missing values: 7=participant not asked)

61 variable – Reasoning behind intention to act on it (reasintact)

- Outline of Question: Why?

- Categories: (only sporadically asked due to time)

60.1-3

1=I'm on my way up there now,

2=to make things better for me,

3=for my child/ren,

4=to be able to get about driving so I don't have to use a bus/walk,

5=I want to be like others who have wads of money to support their families and socialize,

6=to enjoy life as others do and as I used to do,

7=I want to get back the better life and the money for luxuries and family provision that I had before,

8=can't be definite without a good job,

60.6 (when asked what s/he is going to do instead)

9=Just hope that something comes up,

(missing values: 10=participant not asked)

62 variable – Current action being taken by him/er to help others (curractoth)

- Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to other people's lives?

- Categories:

Embedded Assistance

1=sustained consistent action to help others,

2=some consistent action to help others,

Assistance

3=some claimed action to help or that may help others,

No Assistance

4=unspecified claim of helping at least some others,

5=claim of action to help others that is not actually a helping action,

6=no claimed action to help others/nothing/not much with or without excuse,

7=don't know,

Desistence Compliance

8=desisting from crime and/or problem behaviour/substance abuse and/or adhering to punishment order,

(missing values: 9=incomplete or inaudible answer)

63 variable – View of current action by others to help him/er (othcurract)

- Outline of Question: What do you think other people have done between now and this time last week that you think has been helpful to your life?

- Categories:

Helped

1=sees others as helpful,

Not Helped

2=conditionally sees at least some as helpful or as potentially helpful,

3=conditionally sees at least some as helpful, but emphasis on others mostly not providing any help,

4=sees others as helpful only in terms of as an inspiration or example,

5=doesn't see others as providing any help at all,

6=others are helpful when they lock up their possessions so s/he is not tempted to take them,
7=don't know or not sure or can't think of anything or couldn't say,
(missing values: 8=incomplete or inaudible answer)

64 variable – Current action being taken by him/er to harm own life (harmself)
- Outline of Question: What do you think you've done between now and this time last week that you think has been harmful to your life?

- Categories:
1=claim of no harm caused,
2=conditional claim of no harm caused eg I think not, not a lot, not really,
3=trivial/accidental/nonactual harm claimed,
4=substance abuse including smoking and social drinking and a drink and getting drunk and drugs and alcohol,
5=reoffending,
(missing values: 6=inaudible or incomplete answer)

65 variable – Current action being taken by him/er to harm others' lives (harmoth)
- Outline of Question: What do you think you've done between now and this time last week that you think has been harmful to other people's lives?

- Categories:
1=claim of no harm caused,
2=conditional claim of no harm caused eg I think not, not a lot, not really,
3=trivial/unviable/accidental/indirect harm or infringement of manners/kindness claimed or byproduct of harm to himself,

66 variable – Current action being taken by others to harm his/er life (othharm)
- Outline of Question: What do you think other people have done between now and this time last week that you think has been harmful to your life?

- Categories:
1=claim of no harm caused,
2=conditional claim of no harm caused eg I think not, not a lot, not really, can't think of anything,
3=frivolous/accidental/vague harm/nonactual or infringement of manners/kindness claimed,
4=action requested or voluntarily exposed self to eg sold me illegal substances/I've hung around those taking illegal substances,
(missing values: 5=participant not asked, 6=answer inaudible)

67 variable – His/er view of his/er progress in his/er life (progress)

- Outline of Question: What progress do you think you are making in your life?

- Categories:

Progress

1=very good and/or good and/or considerable/huge and/or a lot or quite a lot of progress,
2=some progress and/or satisfactory and/or going up,
3=slow and steady and/or slowly improving and/or steady and/or getting back on top of things/sorting it out and/or slow in some respects but better in others,
4=reducing/fighting substance abuse,
5=learning from his conviction about the need for documentation,
6=I'm making a change,

Trying

7=trying to make progress and sort things out,
8=trying to improve mental health,
9=trying to enjoy life and happy to be working,

No action nor progress report

10=claim of trying but blaming others for his/er failure to progress,
11=claim was making progress engaging with services til court and being beaten up by police after mum called them, now can't move or live or work,
12=slow and/or small,
13=don't know,
14=no progress,
15=claim of trying but actually just waiting,

68 variable – His/er view of his/er achievements in his/er life (achieve)

- Outline of Question: What do you think you have achieved in your life?

- Categories:

Family, friends, work, home, quality of life

1=child/ren,
2=work and/or status/promotion at work,

3=work and/or status/promotion at work and child/ren,
 4=work and/or status/promotion at work and looking after him/erself,
 5=friends and family and work and/or status/promotion at work,
 6=friends and good relationship with mother and good job which s/he is good at and travel,
 7=family and child/ren,
 8=friends and family,
 9=family,
 10=child/ren, work and/or status/promotion at work and home,
 11=friends, family, child/ren and a home,

Substances

12=pets, sorting out life and sorting substance abuse problem so causing family less worry,
 13=helping others and getting off substance abuse for sake of self and child/ren,
 14=when I was younger I was doing alright but it's just gone downhill since I started substance abuse,
 15=reducing/stopping substance abuse,

Learning

16=learning rights and wrongs and/or learning from mistakes,
 17=education and/or qualifications,

No action

18=becoming more mature,
 19=nothing or not much yet, but I have a bright future/know I am going to achieve something,
 20=no or not much sense of achievement and/or nothing/nothing yet/ not alot,
 21=no or not much sense of achievement blaming circumstances,
 22=staying alive and giving my life to God,
 23=nothing or not much yet, but have invested in some land and I have a bright future,
 24=not a lot, but made a lot of people happy, not just because of the drugs, I'm a bit of a comedian, always laughing,

Past

25=past sporting success,
 26=I've done everything I want to do,
 27=in the past I had a successful career and house, lovely family and child/ren that I helped and good friendships,
 28=have my child/ren and built a business but lost it when offended, had mental health problems and due to the economy, now rebuilding it,
 (missing values: 29=incomplete or inaudible answer)

69 variable – His/er assessment of his/er progress and achievement (assproach)

- Outline of Question: How would you assess your progress and achievement?
- Suggested Answers: Excellent / not too bad / very little / none
- Categories:

1=excellent,
 2=excellent but with conditions or caveats,
 3=doesn't say excellent but still refers to it as if s/he is on the way there or getting there now,
 4=between excellent and not too bad,
 5=not too bad,
 6=little,
 7=very little,
 8=none,
 (missing values: 9=participant not asked)

70 variable – Level of criminal activity s/he believes is in his/er life (bellevcrim)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How much criminal activity is there in your life?
- Categories: 1=none (ie 0), 2=little, very little (ie 0.5 or 1), 3=a bit (ie 2), 4=fifty fifty (ie 2.5), 5=quite a lot (ie 3), 6=a lot (ie 4),
 (missing values: 7=insufficient data or inaudible, 8=participant not asked)

71 variable – Level of punishment s/he believes is in his/er life (bellevpun)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often are you punished for criminal activity?
 - Categories:
- 1=as/and/or never or rarely or a little inc only or primarily or not even his/er current punishment if these are viewed as/and/or never or rarely or a little (0 or 0.5 or 1 or 1.5),
 2=sometimes get punished (2),
 3=fifty fifty, (ie 2.5),
 4=s/he thinks s/he usually or quite alot gets punished or views current punishment as usual or quite a lot, (av.3),
 5=s/he thinks s/he always or a lot gets punished or views current punishment as always or a lot (4),
 6=s/he thinks s/he always or a lot gets punished and s/he feels victimized about it whatever number s/he gives it,

7=not punished at the moment because not committing crimes at the moment/only punished when commit offences, whatever number s/he gives it,

8=punished whenever s/he commits/is caught for crimes, whatever number s/he gives it,
(missing values: 9=participant not asked)

72 variable – Level of his/er belief that others do him/er wrong (belothdowr)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you think other people do you wrong?

- Categories:

1=little, very little or none (ie 1 or less),

2=a bit (ie 2 or 1.5),

3=fifty fifty (ie 2.5),

4=quite a lot (ie 3),

5=a lot (ie 4 or any number when words indicate a lot),

(missing values: 6=insufficient data or incomplete or inaudible, 7=participant not asked)

73 variable – Level of punishing others for perceived wrong doing (levpunoth)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you try and punish others when they do you wrong?

- Categories:

1=little, very little or none (ie 1 or less),

2=a bit or any amount in words when words are also fully explanatorily conditionally indicating between/both 1 and 2, (ie 1 and/to 2 or 2),

3=fifty fifty or depends (ie 2.5),

4=quite a lot (ie 3),

5=a lot (ie 4 or any number when words indicate a lot),

(missing values: 6=insufficient data or incomplete or inaudible, 7=participant not asked)

74 variable – Level of self belief in self analysis (levselbelan)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How capable are you of analyzing yourself and your actions and your situation?

- Categories:

1=a lot or good (ie 4),

2=a lot but fully explanatorily conditionally/pretty good/quite alot indicating between/both 3 and 4, (ie 3 and/to 4 or 3),

3=fifty fifty or sometimes or depends (ie 2.5),

4=a bit (ie 2),

5=little, very little or none (ie 1),

(missing values: 6=participant not asked)

75 variable – Level of interest in changing his/er life (levintchlife)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How interested are you in changing your life?

- Categories:

1=a lot (ie 4),

2=a lot but fully explanatorily conditionally (ie 3/4),

3=quite a lot (ie 3),

4=fifty fifty (ie 2.5),

5=a bit (ie 2),

6=little, very little or none (ie 1),

(missing values: 7=participant not asked)

76 variable – Level of action s/he believes s/he is taking to change his/er life (levactchlife)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How much action have you taken to change your life?

- Categories:

1=a lot (ie 4),

2=a lot but fully explanatorily conditionally (ie 3/4),

3=quite a lot (ie 3),

4=fifty fifty (ie 2.5),

5=a bit (ie 2),

6=little, very little or none (ie 1 or less),

(missing values: 7=insufficient data or incomplete or inaudible, 8=participant not asked)

77 variable – Belief in his/er capacity to stick to things (belselstic)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at sticking to things?

- Categories:

1=a lot (ie 4),

2=a lot but fully explanatorily conditionally (ie 3/4),

3=quite a lot (ie 3),

4=fifty fifty or depends, (ie 2.5),

5=a bit (ie 2),

6=little, very little or none (ie 1 or less),

(missing values: 7=participant not asked)

78 variable – Belief in his/er capacity to finish things s/he starts (belselffini)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you finish the things you start?

- Categories:

1=a lot (ie 4),

2=a lot but fully explanatorily conditionally (ie 3/4),

3=quite a lot (ie 3),

4=fifty fifty (ie 2.5),

5=a bit (ie 2),

6=little, very little or none (ie 1),

(missing values: 7=participant not asked)

79 variable – Belief in his/er capacity to make the most of his/er time (belseltime)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at making the most of your time?

- Categories: 1=a lot (ie 4), 2=a lot but fully explanatorily conditionally (ie 3/4), 3=quite a lot (ie 3), 4=fifty fifty (ie 2.5), 5=a bit (ie 2), 6=little, very little or none (ie 1), (missing values: 7=participant not asked)

80 variable – Belief in his/er capacity to recognize his/er problems (caprecpro)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at recognizing your problems?

- Categories: 1=a lot (ie 4), 2=a lot but fully explanatorily conditionally (ie 3/4), 3=quite a lot (ie 3), 4=fifty fifty (ie 2.5), 5=a bit (ie 2), 6=little, very little or none (ie 1), (missing values: 7=participant not asked)

81 variable – Belief in his/er capacity to solve his/er problems (capsolpro)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at solving your problems?

- Categories: 1=a lot (ie 4 or more), 2=a lot but fully explanatorily conditionally (ie 3/4), 3=quite a lot (ie 3), 4=fifty fifty (ie 2.5), 5=a bit (ie 2), 6=little, very little or none (ie 1), (missing values: 7=participant not asked)

82 variable – Belief in his/er capacity to manage his/er life (capmanlife)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at managing your life?

- Categories: 1=a lot (ie 4), 2=a lot but fully explanatorily conditionally (ie 3/4), 3=quite a lot (ie 3), 4=fifty fifty (ie 2.5), 5=a bit (ie 2), 6=little, very little or none (ie 1 or less), (missing values: 7=participant not asked)

83 variable – Belief in his/er capacity to get help from authorities when needed (capgethelp)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at getting help from the authorities when you need it?

- Categories: 1=a lot/always (ie 4), 2=a lot but fully explanatorily conditionally (ie 3/4), 3=quite a lot (ie 3), 4=fifty fifty (ie 2.5), 5=a bit (ie 2), 6=little, very little or none or don't or no (ie 1 or less), (missing values: 7=insufficient data or incomplete or inaudible answer, 8=participant not asked)

84 variable – Believes s/he can achieve within society (belcanach)

- Outline of Question: Do you think you can achieve within society?

- Suggested Answers: Yes/No

- Categories:

Unequivocal

1=emphatic yes, 2=yes,

Unsure

3=conditional yes/should do/hope so/I think so, 4=uncertain or depends or to some extent or don't know or not sure,

No

5=no,
(missing values: 6=participant not asked)

85 variable – Own explanation of that belief (belcanachexp)

- Outline of Question: What makes you think that?

- Categories:

84.1&2(yes)

1=going along with society's rules,

2=feeling better about self and getting positive feedback from others,

3=getting or having or wanting or taking pride in or being sure of getting work,

4=It was an aberration that I let myself down, it won't happen again as I am grateful for and have others' support,

5=self belief such as I know I can do it/reach my targets/I strive to meet my goals probably/I am determined and doing my best/I can achieve what I want to achieve,

6=I've given my life to God and he's in charge of my life,

7=because I used to receive good things, it helped me to know which way I'm going,

8=staying out of trouble,

9=by being honest and respectful and hardworking,

10=my partner/spouse,

11=I'm not a criminal nor a bad person and/or I'm a good person really,

12=I want to better myself,

13=it's in my family's blood,

14=I already have and I share societies values,

15=started to feel positive and care about things now I know how much I miss of my child/ren's lives when in prison,

16=I've worked with a lot of different people at work, like customers, I'm quite polite,

17=my life experiences,

18=it's time for me to grow up,

84.3&4(uncertainty)

19=getting or having or wanting or taking pride in work,

20=I'm intelligent and a writer and a good and helpful member of society and this is the only thing I've done wrong and I wouldn't do it again,

21=I just think I will at some point,

22=self belief such as inner self belief and determination,

23=housing problems and getting no help with them makes it hard,

24=just keep working hard at it,

84.5(no)

25=depression,

(missing values: 26=participant not asked, 27=insufficient data or incomplete or inaudible answer)

86 variable – Believes s/he knows how to be him/erself within society (belknosel)

- Outline of Question: Do you think you know how to be yourself within society?

- Suggested Answers: Yes/No

- Categories: 1=emphatic yes, 2=yes, 3=conditional/partial yes or I think so or mostly, 4=fifty fifty or sometimes, 5=uncertain or don't know or not sure, 6=no or not really or probably not, (missing values: 7=participant not asked)

87 variable – Own explanation of that belief (belnoselexp)

- Outline of Question: What makes you think that?

- Categories:

86.1&2(yes)

1=because I've been in society for quite a long time now so,

2=I've learned how to function without substance abuse and I can see how people appreciate normality,

3=I know you have to be very sensible, polite, well mannered and not be an idiot,

4=be normal, don't be aggressive,

5=I just know,

6=I can be good, but sometimes I can't because of emotions, but I know that if I want to be I can be,

7=my upbringing,

8=just being myself or trying to be myself or being what I am or you've just got to be yourself or am being myself or not being anyone other than me,

9=I've been around a long time so I know how to treat people properly if they treat me nicely,

10=I just like know to go along you have to get along,

11=pulling self out of rut, seeing people happy with my progress, not causing stress for self by getting in trouble or debt,

12=to be a good citizen,

13=I'm just doing my best and doing what I think is best to be a success,

14=from being in jail where I don't care what anyone else has said, I am what I am, if you don't like it, lump it,

86.3-5(uncertainty)

15=I know through courses or through giving myself time what's right and what's wrong and what I want and if I stray I pinch myself,

16=have to control socially unacceptable parts of myself,

17=I'm trusted,

18=just being myself or trying to be myself or being what I am or you've just got to be yourself or am being myself or not being anyone other than me,

19=I've learned to talk about things,

86.6(no)

20=people just judge you all the time/tell you you are no good,

(missing values: 21=participant not asked, 22=insufficient data or incomplete or inaudible)

88 variable – Belief in his/her being valued by society (belvalsoc)

- Outline of Question: Do you think you are valued within society?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes/de facto yes,

3=conditional yes/I would say so/gives a reason that is impersonal to him,

4=double conditional/ would like to think so,

5=can visualize yes in the future and already valued by some people and can visualize being even more valued in the future,

6=fifty fifty/in some ways yes and some ways no/by some people/sometimes,

7=uncertain or don't know or not sure,

8=no/not really/probably not/don't think so/not at the moment/wouldn't have thought so/negative,

(missing values: 9=inaudible or incomplete answer)

89 variable – Own explanation of value (valexp)

- Outline of Question: What makes you think that?

- Categories:

88.2(yes)

Vague

1=don't know,

2=don't know and very vague claims of the past as I used to work and also being part of society,

Positive

3=I am learning how to be better/do good things,

4=getting positive reactions from others or feeling accepted by others,

5=people wanting me to do things for them,

88.3-7(uncertainty)

Positive

6=getting positive reactions from others or feeling accepted and/or respected by others,

7=getting positive reactions from others or feeling accepted by others and people wanting me to do things for them,

8=because I work or for my work,

9=the love I get,

10=working and paying taxes and mostly obeying the law, though I don't really give back to society with charity type work,

Mixed

11=valued by those that like me and like my writing and not by those that don't,

12=valued because I work and pay taxes but not valued because of my criminal past,

13=feel valued because of the positive response I get but not valued by those who know my criminal past,

88.8(no)

Negative

14=I'm still quite young and nobody listens,

15=don't know,

16=moderates the no with I suppose I am sometimes but I don't know, people like my work they do but that's about it,

17=I am not making a difference to society only to myself,

18=if society valued me they would help me get a job and somewhere to live,

19=I am seen as criminal or because of criminal past or people look down on me for being a terror or a shit or because I have been in trouble,

20=if society valued me people wouldn't misuse me and walking all over me,

21=I don't do a lot to help society,

22=I don't work or I'm not working yet,

23=it's a big wild world out there,

24=I am not doing anything to earn the right to be valued at the moment,

25=I don't do a lot to help society and I don't work,

88.9

26=the job that I do and the role that I live with my friends and family,

(missing values: 27=insufficient data or incomplete or inaudible, 28=participant not asked)

90 variable – Extent to which his/her life is how s/he wants it to be (lifewants)

- Outline of Question: Is your life how you would like it to be?

- Suggested Answers: Yes/No

- Categories:

Unequivocal yes

1=emphatic yes,

2=yes,

Equivocal

3=conditional/partial yes/99%/at the moment yes,

4=can visualize it being in the future or getting there or not far away now,

5=uncertain/fifty fifty/sort of/yes and no/so so,

No

6=temporary no or not yet or not at the moment or de facto not at the moment,

7=no or de facto no,

91 variable – The ways s/he would like his/her life to be different (lifediff)

- Outline of Question: How would you like it to be different?

- Categories:

90.3-5(equivocal)

1=earning more,

2=things to be easier and/or simpler,

3=I'd like to have a family,

4=have a job and money and a better future,

5=have a job,

6=bigger house, more money, more cars, same as anybody,

7=get control of substance abuse problems and feel like I am worth something,

8=my parents have died and I wish I had them back to turn to,

9=at the moment it is as I want,

90.6&7(no)

10=I'd like to be happier,

11=I'd like to be a different person, sometimes dead,

12=get a job and sort myself out,

13=somewhere to live, children, money, not on benefits nor on probation,

14=lots of ways including a place to live and a fresh start,

15=be rich,

16=start again with no criminal record and have a job,

17=get a job,

18=to be living somewhere different,

19=being free of present legal restrictions and punishments and of feeling held back and restricted,

20=marriage break up out of the way,

21=be off substance abuse and have a job,

22=change myself/be normal and stop doing wrong/criminal things,

23=good job, my own place, improved relationships with family and friends after criminal past and lost weight,

24=not getting arrested, sort my head out,

25=own house, own business, driving licence,

26=earning more money to be able to treat child/ren to things like holidays and be there for them,

27=leave the country,

28=stop having all this stress with my life,

(missing values: 29=90.1&2 therefore irrelevant to have asked)

92 variable – Belief in his/her efforts to make the required change (beleffcha)

- Outline of Question: Have you tried to make that change? (or trying)

- Suggested Answers: Yes/No

- Categories:

91.1-28

1=emphatic yes,

2=yes,

3=partial yes or some effort or trying or just starting to try or heading in that direction,

4=uncertain/fifty fifty/in some ways yes and some ways no,

5=yeah I have like, I have tried but it just fails all the time so I give up sometimes/ tried to but you know,

6=no or not really or not yet or not at the moment,

(missing values: 7=participant not asked or not asked properly)

93 variable – View of what happened or would happen if s/he tried (vieeffcha)

- Outline of Question: What happened/do you think would happen?

- Categories:

92.1-5(what happened)

positivity

1=what has happened and can be visualized happening is positive or mostly positive,

limited or mixed

2=what has happened and can be visualized happening is limited,

3=good days and bad days,

None, negative or opposite

4=no outcome yet nor can outcome be visualized but s/he believes s/he is trying and/or going through it/through with it,

5=no outcome yet nor can outcome be visualized and this is excused by him/er,

6=fails all the time or knocked back or things got worse or nothing comes of it or s/he messes up or let's people down,

7=instead of making it happen s/he has done opposite and offended/arrested/sentenced, which has hindered/destroyed aim,

8=tried but blames others for it not working and lost patience with how long it was taking and gave up with 'sod you',

92.6(what do you think would happen)

might if tried

9=not tried but thinks it might work out if s/he did try,

10=not tried but thinks it might work out if s/he if s/he moved away,

(missing values: 11=participant not asked or not relevant to ask)

94 variable – Belief in his/er commitment to trying (belcomtry)

- Outline of Question: Do you want to try/try again/keep trying?

- Suggested Answers: Yes/No

- Categories:

93.1-8(keep trying)

1=emphatic yes,

2=yes,

3=conditional/hesitant/partial yes/yes with reasons why can't,

4=uncertain/fifty fifty/sometimes,

5=no/de facto no/not at the moment with or without excuses,

93.9&10(try)

6=yes,

93.11(want to try to change)

7=yes to any degree,

(missing values: 8=participant not asked, 9=insufficient data or incomplete or inaudible answer)

95 variable – Belief in his/er commitment to trying in adversity (comtryadv)

- Outline of Question: Do you keep trying even when things don't seem to be working?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes or de facto yes or yes where 1 and 3 balance,

3=conditional/partial yes/yes we will do/yes hmmm,

4=uncertain/fifty fifty/sometimes/yes and no/depends/for a time,

5=not sure but I should/sometimes I give up,

6=no or de facto no or probably not,

(missing values: 7=participant not asked,

96 variable – View of his/er action when in adversity (vieactadv)

- Outline of Question: What do you do when things don't seem to be working?

- Categories:

Positive

1=try something different and/or try and identify the solution and/or fix it and/or try harder,

2=keep trying or start again or keep going,

3=pause and/or walk away and/or take a deep breath and reassess/focus then try again and/or get back on track and/or give up until tomorrow,

4=talk to someone and/or get help from someone,

5=look at the positives,

6=might grumble and moan but then usually try again/keep trying,

7=get easily low and discouraged but never give up, always run to God and keep plodding on,

8=manage my own expectations, analysis what has happened, consider how I could do better and try and do better,
9=usually I just leave it but this time I'm going to try harder,

Negative

10=find it difficult to realize when things are not working,

11=get stressed or upset or frustrated or down or cry,

12=nothing I can do,

13=give up or sometimes give up,

14=turn to substance abuse,

15=go off the rails,

(missing values: 16=irrelevant answer or understanding unclear, 17=participant not asked, 18=answer inaudible or insufficient)

97 variable – View of his/her giving up point (viegupoint)

- Outline of Question: At what point would you give up?

- Categories:

I don't

1=I don't or never or wouldn't give up,

2=I do my best to keep going and not give up or I don't think I'll give up or I don't think you should give up or I probably wouldn't/won't give up/wouldn't really,

3=says only when I die but also says if everyone gave up on me,

On failure

4=when things seem nearly impossible,

5=when I get frustrated with trying and/or don't get what I want and/or someone says no,

6=when things are entirely impossible or there's nothing left to be done or there's no longer any point or I can't change it,

7=when I keep trying and fail. I feel at breaking point/ready to give up now,

Variable/unknown

8=it varies,

9=don't know,

Outside control

10=getting arrested,

11=I don't think I'll get that low again,

12=if my partner/spouse left me,

13=I only do what I know I can do,

Has viable contingency

14=if I manage to start my business and it went bust I would just get a job,

(missing values: 15=irrelevant answer or understanding unclear, 16=participant not asked, 17=inaudible/incomplete/insufficient data)

98 variable – Level of belief in possibility of change (levposcha)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How possible does change feel?

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3 or 3.5), 3=fifty fifty or it depends (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), (missing values: 6=participant not asked)

99 variable – Level of belief in manageability of change (levmancha)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How manageable does change feel?

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3), 3=fifty fifty or it depends (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), (missing values: 6=participant not asked)

100 variable – Level of belief in inevitability of changelessness (levinnocha)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Does it feel inevitable that things stay as they are? WARNING: UNDERSTANDING NOT ALWAYS CLEAR WITH PARTICIPANT SO ONLY USED IF NUMBERS AND WORDS COINCIDED

- Categories: 1=little, very little or none or no (ie 0,1 or 1.5), 2=a bit (ie 2), 3=fifty fifty (ie 2.5), 4=quite a lot (ie 3), 5=a lot (ie 4), (missing values: 6=understanding not clear, 7=participant not asked, 8=insufficient data or participant unable to rate answer)

101 variable – Level of visualization of having different friends (visdiffri)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Can you see yourself with different friends?

- Categories: 1=a lot, (ie 4), 2=quite a lot/I think so/yes to any extent without a number, (ie 3), 3=fifty fifty (ie 2.5), 4=a bit (ie 2), 5=little, very little or none, (ie 1), (missing values: 6=participant not asked)

102 variable – Level of visualization of changing his/her attitudes (vischaatt)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; Can you imagine your attitudes changing?
- Categories: 1=a lot/I am doing it (ie 4), 2=quite a lot/yes (ie 3 or 3.5), 3=fifty fifty/hesitate yes (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), (missing values: 6=insufficient data or participant unable to rate answer, 7=participant not asked)

103 variable – Claimed existence of goals/dreams in his/her life (exlifgoal)

- Outline of Question: Do you have goals in life or dreams for your life?
- Suggested Answers: Yes/No
- Categories:
- 1=yes or de facto yes,
- 2=conditional yes/ I suppose,
- 3=generalized yes,
- 4=says no but then describes an ambition,
- 5=no or not at the moment,

104 variable – Description of goals/dreams in his/her life (deslifgoal)

- Outline of Question: What are they?

- Categories:

103.1-4

Prosocial desires

- 1=to get my own house, get a family and settle down, get a better job,
- 2=a lifestyle with money, work and the rewards that brings, a family and a contented family life,
- 3=get work,
- 4=get training and be able to provide for child/ren,
- 5=work, money, better future for self and child/ren,
- 6=my family, work, mortgage,

Ambitious prosocial desires

- 7=start my own business, lots of money, nice house, provide for my mum,
- 8=a job helping those who have suffered the same problems that s/he has suffered and lots of money and nice car,
- 9=bring young people to God and away from substance abuse and crime,
- 10=have my own business/work for myself,
- 11=good career, good accommodation, weight loss, regain respect after criminal past, building up new friendships,

Ambitious desires without specifying anything prosocial

- 12=improve at his/her sport,
- 13=buy a house, be successful, have a nice car,
- 14=get a boat,
- 15=my own place, my own space and money coming in with no reference to how the money comes in, a good life,

Domestic desires

- 16=a holiday,
- 17=be happy,
- 18=moving away or leaving the country,
- 19=self and family happy with long life and nice house,
- 20=good health and being there for his/her family,
- 21=to live somewhere different and maybe go to college,
- 22=house, live with partner and child/ren and get social services out of life, prove self to social services and family,
- 23=house, family, kids,
- 24=my own home, horses and dogs,
- 25=nicer material things, better stuff at home,
- 26=have my own family,

Outside control

- 27=win the lottery,
- (missing values: 28=participant not asked or not relevant to ask, 29=inaudible answer)

105 variable – View of realism of goals/dreams in his/her life (viereagoal)

- Outline of Question: Is it a realistic goal/dream?
- Suggested Answers: Yes/No
- Categories:

104.1-27&29

Yes

- 1=emphatic yes,
- 2=yes or 1 and 3 balance,

Non-committal

- 3=conditional yes/hope so/I think so,

4=generalized yes,
5=could be/maybe,
6=won't know till it happens/could be if I wanted it, if I achieved it,

No

7=no or not really or definitely not,
(missing values: 8=participant not asked or not relevant to ask)

106 variable – Existence of plan to deliver goals/dreams in his/her life (explagoal)

- Outline of Question: Do you have a plan of how to achieve it?
- Suggested Answers: Yes/No
- Categories:

105.1-7(do you have a plan whether or not goal is realistic)

Unequivocal claim of planning

1=emphatic yes,

2=yes/de facto yes,

No unequivocal claim of planning

3=uncertain/fifty fifty/sort of,

4=buying a lottery ticket or no/de facto no but is buying a lottery ticket to achieve it or doesn't really see it happening without winning the lottery,

5=no or de facto no or not at the moment or not really or not yet,

(missing values: 6=participant not asked or not relevant to ask)

107 variable – Description of plan to deliver goals/dreams in his/her life (desplagoal)

- Outline of Question: Can you describe your plan? 107&108 NEED READING IN UNISON WITH OTHER ANSWERS REGARDING WORK

- Categories:

106.1-2(unequivocal planning)

Some type of plan described however tenuous

1=clear plan for achievement now in progress based on work and is working on work relevant to the plan,

2=plan for future achievement and is working but not on things relevant to achieving that plan,

3=plan for future achievement that includes work with some steps being taken towards it,

4=casual plan in progress not linked to future achievement with vague idea of the future and no plan of how to create that future whether working or not,

5=plan but no significant action on it,

6=plan to work hard but not currently working,

No type of plan described

7=see what happens,

(missing values: 106.3(equivocal over planning)8=plan based on others organizing it for him/her and/or on circumstances

changing,106.4(lottery)9=plan in progress based on chance not linked to future achievement with vague idea of the future and no plan of how to create that future ie win the lottery, 10=insufficient data or participant not asked or not relevant to ask)

108 variable – Detail on how to deliver plan (detplan)

- Outline of Question: How will you carry it out? 107&108 NEED READING IN UNISON WITH OTHER ANSWERS REGARDING WORK

- Categories:

1:106:1-2 +107:1-6+108:1-4=unequivocal, sustained claim of at least some plan and actual concrete plan=1

106.1-2(unequivocal planning)

107.1-6 Some type of plan described however tenuous

Actual Concrete Plan

1=clear plan for future achievement now in progress,

2=plan for future achievement with some steps being taken towards it,

3=short term plan underway and has an extension plan to extend in the future which is not underway,

4=detailed plan for future action but no action being taken yet though it could have been,

2:106:1-2 +107:1-6+108:5-8=unequivocal, sustained claim of at least some plan but no actual concrete plan=2

No Actual Concrete Plan

5=vague expression of trying my best/doing it freely,

6=actually no plan of actually how to achieve it,

7=reliant on others to carry it out,

8=excuse to take no action or not much action at present,

3:106:1-2 +107:7+108:10=unequivocal but unsustained claim of plan=3

4:106:3 +107:8+108:9=uncertain others/circumstances sustained plan but no concrete plan=4

9=vague expression of the need to find out more about it,

5:106:4 +107:9+108:10=lottery plan=5

6:106:5 +107:10+108:10=no plan claim=6

(7:not asked all in sequence=7)

2,4,10,

1,5,10,

2,6,10,

2,10,10,

(8:106:6 +107:10+108:10=not asked any in sequence=8)

(missing values: 10=participant not asked or not relevant to ask)

109 variable – Claimed response to setbacks and mistakes (mistresp)

- Outline of Question: What will you do if there are mistakes or set backs on the way?

- Categories:

Positive

1=claims will correct them/deal with them/get over them/pick them up AND keep going or de facto keep going or carry one,

2=claims will keep going/ get on with it/carry on/persevere/fight on,

3=claims will survive them/pick self up but no mention of keeping going,

4=claims will try and avoid them but no ideas on how,

5=try and work a way round it,

6=sort them out,

7=talk to people about it,

8=start something else,

9=will try to correct/rectify/sort them out them,

10=try to keep going/keep trying/persevere,

11=get on with it and/ or pick yourself up/get back up AND start again or try again or do it again,

12=analyzing it and where possible do things better next time and learning from mistakes,

13=deal with them,

14=just another hurdle to cross, it's just another hurdle you can get over,

Mixed

15=just keep right on til the end of the road. Either that or I'm round the bend,

Negative

16=get stressed,

17=it varies/nonspecific,

18=no ideas/don't know,

(missing values: 19=answer inaudible, 20=participant not asked)

110 variable – View of length of work to achieve goal (vienggoal)

- Outline of Question: How long do you think you will have to work at it to achieve it?

- Categories:

Short time

1=just about nearly there,

2=a specific short time period of a year or less,

3=a vague short term time period of circa a year or less,

4=hoping not too long,

Long time

5=a specific long time period naming a specific number of years,

6=a vague long time period such as a few/one or two/several years or quite a bit/quite a while,

7=as long as it takes,

8=forever or a lifetime or ten years or more or a long while or ages or years,

No responsibility

9=waiting for others to sort it out,

10=don't know/no idea,

(missing values: 11=participant not asked, 12=participants 8, 11 and 18 who were unequivocally satisfied with their lives)

Recoding to var 350(LENGOACH) to group as above plus a group for those satisfied with life

111 variable – View of work to achieve goal (vieworgoal)

- Outline of Question: What are you doing now to try and achieve it?

- Categories:

Action

1=working hard or very hard or specifies working on something specific or learning a job at work,

2=working and learning to drive,

3=work and staying out of trouble,

4=staying out of trouble,

5=attempting to reduce/stop substance abuse/keeping myself clean and right,

6=well it's kind of all happening at the moment really,

7=talking,

No action

8=just starting afresh I think,

9=vague browsing at holiday brochures,

10=vague try/trying my best,

11=vague claim of 'engaging with services' and persevering,

12=trying to stay positive and believe in myself,

13=claims looking for a job but with no sustained action to do so,

14=resting when necessary,

15=buying stuff for it but the rest is on hold waiting for him/her to get his driving licence and thus the job that can put him/her through college,

Nothing

16=don't know,

17=nothing,

(missing values: 18=insufficient unclear or inaudible answer, 19=participant not asked,)

112 variable – View of strengths to achieve goal (viestrgoal)

- Outline of Question: What strengths have you got that could help you achieve it?

- Categories:

Knowledge

1=general experience/knowledge/handiness,

2=qualifications/education/training and specific knowledge/experience/skills,

3=physical strength and general experience/knowledge/handiness,

4=qualifications/education/training,

Support

5=the support of others including family and/or NOMS,

Attributes

6=will power and/or determination and/or strength of mind and/or stubbornness and/or persevering,

7=physical strength,

8=being hard or knowing the street,

9=I have a real desire to get what I want,

10=knowing what his/her ambition is, determined and motivated and family support,

11=woken up to realizing what a strong person I could be without substance abuse,

12=good communication and inter-personal skills and determination and organizational and analytical skills,

13=enthusiasm,

14=common sense,

15=I'm hard working, I don't believe on giving up on it,

16=I've always worked so I know I can do it,

Nothing

17=could not name a strength,

18=relies on hope and/or being given the opportunity,

19=finds it difficult to suggest anything, then offers being nice to people but sometimes that's not enough,

(missing values: 20=inaudible answer, 21=participant not asked)

113 variable – View of weaknesses in trying to achieve goal (viewegoal)

- Outline of Question: What weaknesses have you got that might get in the way of you achieving it?

- Categories:

Substance abuse

1=substance abuse,

Substance abuse and Others

2=the opposite sex and substance abuse,

Substance abuse and Mental health

3=substance abuse and not talking when I have problems,

Offending

4=reoffending,

Mental health

5=getting bored or side tracked,

6=past traumas,

7=physical and mental health problems,

8=anger,

9=mental health problems such as anxiety or depression or worries or getting low,

10=vulnerable in or in front of crowds,

11=too cautious to take business opportunities,

12=self doubt,
13=stubborn and not listening to good advice, have good days and bad days but try to keep focused on going forward,
14=easily influenced by others,

Others

15=the bad influence of people around me,
16=family if they let me down,
17=my family if they get into trouble I drop everything to get involved,

Lack skills

18=I talk too much and that might annoy people,
19=poor reading and writing,

Past

20=criminal record or criminal/difficult past,

Nothing

21=none,

22=don't know,

(missing values: 23=inaudible answer, 24=participant not asked)

114 variable – Perceived action in trying to achieve goal (peractgoal)

- Outline of Question: Have you started to act on it?
- Suggested Answers: Yes/No
- Categories:

1=emphatic yes,
2=yes or de facto yes,
3=a little bit,
4=says yes but appears to treat it as the past tense as if no longer acting because it is hopeless,
5=yes and no/kind of,
6=no or not really or de facto no or not at the moment,
(missing values: 7=participant not asked)

115 variable – Perceived length of work to achieve goal (worlengoal)

- Outline of Question: How long have you been working to achieve it (your goals) already?
- Categories:

1=since school leaving age/leaving school or for 10 years or more or very many years or since childhood,
2=for the last few years or quite a while or a specific number of years,
3=a few/several/couple of months up to one year or since last year,
4=about one month or a few weeks up to a month,
(missing values: 5=inaudible or insufficient answer, 6=participant not asked)

116 variable – Belief in skills to achieve goal (belskigoal)

- Outline of Question: Have you the necessary skills to try and achieve it?
- Suggested Answers: Yes/No
- Categories:

1=emphatic yes,
2=yes or 1 and 3 balanced,
3=conditional yes/I think I have,
4=hope, ie I hope so or I think so with I hope so,
5=says 'yes near enough' but names another one needed,
6=not without support or no but I am given help,
7=no or not really or not at the moment,
(missing values: 8=inaudible or insufficient answer, 9=participant not asked)

117 variable – Belief in confidence to achieve goal (belcongaoal)

- Outline of Question: Have you the necessary confidence to try and achieve it?
- Suggested Answers: Yes/No
- Categories:

1=emphatic yes,
2=yes or de facto yes or 1 and 3 balanced,
3=conditional yes,
4= I suppose so,
5=uncertain/fifty fifty/noncommittal/sometimes/somewhere/sort of,
6=not on my own,
7=no or not at the moment,
(missing values: 8=participant not asked)

118 variable – His/er recognition of set backs (recsetbac)

- Outline of Question: Have you had setbacks?
- Suggested Answers: Yes/No
- Categories:

Minimise

- 1=no or not yet or not at the moment,
- 2=impersonal statement that everyone has setbacks,
- 3=yes indicating a small number,

Neutral

- 4=neutral yes,

Maximise

- 5=yes indicating a large number,
 - 6=yes including blame on others,
 - 7=indicating that not even having started yet is a set back,
- (missing values: 8=in audible or insufficient answer, 9=participant not asked)

119 variable – His/er response to set backs (ressetbac)

- Outline of Question: How have you dealt with them?
- Categories:

118.2-7

Positive

- 1=keep going/get on with life/it/carry on,
- 2=try again or keep trying,
- 3=try something else,
- 4=chill out/forget AND then try again,
- 5=try to face the root cause which is substance abuse,
- 6=keep trying to sort it out/going over them again and again until I get it right,
- 7=ignore it and carry on,
- 8=survive day by day,
- 9=tackle it head on,

Mixed

- 10=tries different things but blames others for the fact nothing works out and s/he gives up,
- 11=mope then, tell myself to click out of it, settle my expectations and analyze what happened,
- 12=try and talk about it but risk of turning to substance abuse,

Negative

- 13=close off from life and/or people,
- 14=get frustrated or angry,
- 15=vague about dealing with them or doesn't really deal with them or they are still going on,
- 16=not very well,
- 17=turn to substance abuse,

(missing values: 18=in audible or unclear or incomplete answer, 19=not asked, 20=118.1)

120 variable – His/er progress in achieving his/er goals (progoals)

- Outline of Question: What bits of it have you achieved already?
- Categories:

Training

- 1=achievements named are education/training/skills/qualifications,
- 2=job interviews or college lined up or job lined up or making an effort to get work or courses,
- 3=saving up for driving lessons and/or starting driving lessons,

Domestic

- 4=stabilizing home life, dogs, parental support providing meals when I struggle, somewhere to live,
- 5=partner/spouse, family and friends,
- 6=getting through domestic abuse and getting out of it,
- 7=stabilizing home life, having partner/spouse move in and work going well,
- 8=moving away and leaving everyone behind,
- 9=building relationships with family and friends and got a plan to get a job,

Getting help

- 10=engaging with relevant services/paperwork in the process,

Work

- 11=work, employment,
- 12=bringing in wages, having money to pay for rent and things and provide for my child/ren, got a car/van,
- 13=work as many hours as I can, earn as much money as I can, do extra self employed work too,

Desistance

14=learning to talk about problems and reducing substance abuse,

15=reducing/controlling substance abuse,

16=learning to do right not wrong,

No action

17=blames others for not having achieved anything yet,

18=none,

20=getting my driving ban taken off,

21=got the tools necessary for his/er job eg mixers, saws etc,

(missing values: 22=participant not asked, 23=inaudible or insufficient or unclear answer)

121 variable – His/er view of progressing his/er goals further (goalsfur)

- Outline of Question: What's the next thing you need to do?

- Categories:

Don't know - Struggling Autonomy

1=don't know,

Procrastination - Struggling Autonomy

2=something that could already have been done to improve life but that s/he hasn't got around to or is waiting for others to do for him/er or give him/er,

3=wait,

4=keep doing a little bit more and keep at it keep reminding myself to constantly seek other peoples' opinions and advice,

Specific positive action aimed at – Autonomous Aims

5=make up with spouse/partner or marry partner,

6=pass driving test or get a car,

7=stick at college when it starts,

8=get a job/get a decent job/get ready to go back to work,

9=buy a house/get a house,

10=get a work van,

Desistance - Struggling Autonomy

11=staying out of trouble,

12=reduce substance abuse further,

13=get through probation and make changes permanent including getting rid of substance abuse,

14=stay away from substance abuse and stay out of prison,

Positive action in action– Autonomous Actions

15=continue to go to work/work on writing to improve life,

16=continue to show s/he is a friendly and loving person,

17=keep appointments with services,

Lottery - Struggling Autonomy

18=continue to do the lottery,

(missing values: 19=participant not asked, 20=inaudible or insufficient or unclear or incomplete answer)

122 variable – His/er perceived intention to take that next step (nnextstepint)

- Outline of Question: Are you going to do it?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes,

3=conditional/hesitant yes,

4=try to,

5=hopefully,

6=got to, have no choice,

7=doubt it,

8=no or not yet or excuse not to do it yet,

(missing values: 9=participant not asked)

123 variable – His/er view of the effect of offending on his/er goals (ofefgoal)

- Outline of Question: Would continuing to offend help or hinder you achieving your goal(s)?

- Suggested Answers: Help/Hinder

- Categories:

1=destroy/ruin it/be disastrous/hinder big time/stop me achieving my goals,

2=hinder/get in the way,

3=wouldn't help,

4=I don't class myself as an offender,

5=make no difference or is irrelevant,
6=help or de facto help,
(missing values: 7=participant not asked, 8=answer unclear or inaudible)

124 variable – His/er perception of how those goals will be effected (hofefgoal)

- Outline of Question: How?
- Categories:

123.1-3

1=offending is incompatible with the responsibilities, status, work and/or impression wanted,
2=offending prevents you getting on in life,
3=short term material and sexual gain offending but long term loses respect, relationships, job, get prison and lose the money,
4=I would end up in prison and then no job,
5=I would end up in prison,

123.6

6=offending gives you money,

(missing values: 7=inaudible answer, 8=contaminated answer, 9=participant not asked or not relevant to ask)

125 variable – His/er capacity to picture living his/er perfect life with fulfilled dreams (picperlif)

- Outline of Question: Can you picture yourself living your perfect life, having achieved your goals and your dreams?
- Suggested Answers: Yes/No
- Categories:

Impossible

1=there is no such thing as a perfect life because I always get what I want and I always want more,
2=says no but actually can picture it as being a multimillionaire not having to worry about money or anything and not having to work but completely unattainable,
3=a perfect life isn't possible as there will always be difficulties but the perfect life will come in heaven,

Improbable

4=a perfect life is only a dream attainable through winning the lottery or driving yourself into the ground with work so s/he can't really see it happening,

5=a perfect life isn't possible as there will always be difficulties/stresses but can conditionally picture the possibility of a better life at some point,

Partial

6=not perfect but happy,

7=not perfect but some sort of normal life would be nice,

8=even a perfect life probably wouldn't be perfect,

Uncertain

9=sometimes but you never know what will happen/don't know really, just a matter of if I can do it/if it goes well,

10=hesitantly pictures a perfect life in future but picture of current uncertain situation is much stronger and dominates picture,

Yes

11=unexplained yes to any degree,

12=I can picture it, I'd be very happy again,

(missing values: 13=inaudible incomplete or unclear answer, 14=participant not asked,)

126 variable – His/er idea of the place of law in his/er perfect life (lawperlif)

- Outline of Question: In that perfect life, how much do you live within the law?
- Suggested Answers: Completely / mostly / a bit / not at all
- Categories:

1=completely,

2=conditional completely,

3=mostly,

4=conditional/hesitant/dubious mostly,

5=a bit,

6=not at all,

(missing values: 7=participant not asked, 8=understanding not clear, 9=incomplete or inaudible)

127 variable – His/er idea of the place of law in his/er life now (lawlifnow)

- Outline of Question: In real life now, how much do you live within the law?
- Suggested Answers: Completely / mostly / a bit / not at all
- Categories:

1=completely, 2=conditional completely, 3=mostly, 4=conditional/hesitant/dubious mostly, 5=a bit, 6=not at all, (missing values: 7=participant not asked)

128 variable – His/er view of whether s/he plays a positive part in society now (viepospar)

- Outline of Question: Do you think you play a positive part in society at the moment?
- Suggested Answers: Completely / mostly / a bit / not at all
- Categories: 1=completely, 2=conditional completely, 3=mostly, 4=conditional/hesitant/dubious mostly, 5=a bit, 6=at the moment or ungraded yeah or think so, 7=not at all or not really or no, 8=don't know, (missing values: 9=participant not asked)

129 variable – His/er view of what constitutes his/er positive part in society (conpospar)

- Outline of Question: In what ways (or not)?
- Categories:

128.1-6(yes)

Nothing

1=I don't really because signing on and not doing a lot for the community,

2=I can never know what's going to happen around the corner,

Changing

3=because I have turned/changed or am turning/changing my life around,

Lawabiding

4=keep myself to myself and stay out of trouble,

5=keeping out of trouble, keeping myself to myself, doing my best to succeed,

6=just being myself, not breaking the law,

7=because I am staying out of trouble/not committing crime/doing things the proper legal way,

Maintaining

8=I buy food, pay my bills, keep my area tidy including picking up rubbish,

9=says not earning or productive or paying tax, on benefit, but claims is cos rehabilitating and helping own child/ren,

Goodness

10=being kind and helpful including helping old ladies to carry their shopping,

11=I'm out there like I'd pick up an old lady that fell,

12=general politeness and being a good person including helping an old lady cross the road,

13=intervening to prevent others committing crime because I'll get the blame for any crimes,

14=when I am sober I am a blessing to others through the capacity for love that God has given me,

15=being helpful and law abiding,

Productivity

16=providing quality work and/or being productive with work,

17=working, gardening and helping my neighbour,

18=working and doing my driving licence and looking after my child/ren and not out offending,

19=first says by working, then when confronted by the fact s/he is not working, says by looking for work,

20=working and paying taxes,

Paying

21=paying taxes and not scrounging off the state,

22=paying taxes and working well on my community service order to pay my debt to society,

23=paying tax and helping an old lady cross the road,

(missing values: 24=understanding unclear, 25=participant not asked or not relevant to ask)

130 variable – His/er ability to imagine playing a fully positive part in society (imfulpos)

- Outline of Question: Can you imagine playing a fully positive part in society?
- Suggested Answers: Yes/No
- Categories:

Yes

1=yes already do,

2=emphatic yes,

3=yes or de facto yes,

Uncertain

4=conditional/hesitant yes,

5=obliged yes,

6=maybe/could do,

7=uncertain/fifty fifty/noncommittal/don't know,

8=I don't know how to do that though,

9=I suppose so if I was given the opportunity,

No

10=no, I will never go completely straight as I will always take criminal opportunities to make money as long as its not too bad,

11=no, it would be boring,

12=no or not at the moment,

(missing values: 13=participant not asked, 14=incomplete, insufficient or inaudible answer)

131 variable – What would make him/er want to play a fully positive part in society (insfulpos)

- Outline of Question: What makes/would make you want to?

- Categories:

Wanting to improve things

1=I want to help people go to heaven and not hell,

2=wanting a nice world for his/er children/grandchildren,

3=wanting to help others in his/er situation,

4=the more you put into society and relationships with people, the more you get back in return,

5=my child/ren,

6=to become more confident and free to do what I want and be independent,

7=you get a lot further and get more respect from people and it's just a better way,

Wanting to be good person

8=wanting to be a better person,

9=wanting to be known as a nice and/or caring person,

Wanting normality

10=wanting to be normal,

11=wanting a normal life without being arrested all the time,

Wanting to avoid things getting worse

12=staying out of trouble so s/he doesn't lose his/er home and get additional punishment,

Just wanting

13=just wants it or wants it now,

14=wanting back the life s/he once had and lost,

Circumstances/outlook changing

15=if something bad happened in society that I felt I would have to act to change,

16=if I achieved something,

17=getting my driving license back would make it possible for me to work more,

18=if I had opportunities,

19=If I had ambitions,

20=winning the lottery,

Manipulating others

21=because it would make others 'get off their arse and help me',

Ambivalence

22=having said wanted to in previous question, now says isn't actually bothered,

23=don't know,

Nothing

24=nothing because rules have never protected me or my loved ones, they are only used to attack me,

25=nothing because society took everything from me so I don't want to give anything, I just want to get on with my own life,

26=nothing,

(missing values: 27=participant not asked)

132 variable – Degree to which s/he claims causing harm matters to him/er (harmmat)

- Outline of Question: How much does it matter to you if your actions cause harm?

- Suggested Answers: Not at all / a little / quite a bit / hugely

- Categories:

1=hugely or alot,

2=quite a bit or just short of hugely/a lot,

3=claims hugely but only conditionally while doubting they actually did cause harm,

4=a little,

5=not at all,

(missing values: 6=participant not asked)

133 variable – His/er explanation as to why s/he has caused harm despite this (expharm)

- Outline of Question: So why is it that you have caused harm?

- Categories:

132.1-3

1=I don't actually believe I ever cause any harm. I am not a harmful person,

2=it's just the shop keepers pocket and to me they're insured and I need to survive as well and help others by selling them stolen goods too,

3=didn't realize and blocked out that I was causing harm, but I realize at the moment and hopefully that will last,

4=not thinking or on impulse or heat/spur of the moment or thinking about something else or not thinking till after the event,

5=causing harm didn't matter to me at the time,

6=I am classed as a nuisance so I'm not given a chance now and if I'm in the wrong mood I just do things on the spur of the moment,

7=lost control of my temper and got angry,

8=don't know,

9=under the influence of or because of substance abuse,

10=I was out of control because of my upbringing,
 11=it wasn't an active decision on my behalf to go and cause harm, it affected me so not just everything else but it affected me as well,
 12=being an idiot, didn't realize at the time that I was causing harm and under the influence of an abused substance,
 13=chaotic uncared for upbringing,
 14=because I was a victim of crime I decided to commit crimes myself,
 15=didn't know I was causing harm, thought it normal, had drugs in my system, victim was partly to blame, my upbringing and hers,
 16=with a criminal record there's no way out, the law won't help you, you've no other life, nothing else, no income, just lawbreaking skills,
 17=overwhelmed, angry, need to punish and be punished, feel let down and letting down, get no praise, want to beat,
 18=stupidity and under the influence of an abused substance,
 19=it was out of my hands, I saw something wrong and I reacted violently,
 20=young, hanging around with bad company and I wasn't thinking of the consequences,
 21=upbringing, being bullied and becoming a bully, feeling that fighting was the only thing s/he is good at,
 22=I had problems and abused substances and was numb to the outside world and didn't care for nobody nor self,
 23=heat of the moment and out of control,
 (missing values: 24=answer unclear or inaudible or question not understood properly, 25=participant not asked or not relevant to ask)

134 variable – His/er sense of being doomed to failure (doomfail)

- Outline of Question: Do you think you are doomed to any of the following? Failure
 - Categories:

No

1=emphatic no,
 2=neutral no,

Uncertain

3=uncertain or hesitant or conditional no,
 4=hope not,
 5=shouldn't be but you never know,
 6=yes and no/fifty fifty,
 7=I don't know,

8=an uncertain no but lots of determination not to when s/he speaks of his/er belief that the authorities want him/er to fail,
 9=a wistful look and pause and then I don't know, it's what you make of it isn't it,

Yes

10=yes or probably yes,

135 variable – His/er sense of being doomed to poverty (doompov)

- Outline of Question: Do you think you are doomed to any of the following? Poverty
 - Categories:

No

1=emphatic no,
 2=neutral no,

3=poverty is something I'd never ever let myself get to so if I have to commit a crime to not be in poverty then that's how I have to do it,

Uncertain

4=hope not/I should hope not,
 5=shouldn't be but you never know,
 6=sometimes,
 7=maybe,
 8=I don't know,
 9=hesitant no but adamant that it would be his/er own fault if it was,
 10=uncertain or hesitant or conditional no,

Yes

11=at the moment yes,
 12=yes,

(missing values: 13=inaudible answer, 14=participant not asked)

136 variable – His/er sense of being doomed to a life of crime (doomcri)

- Outline of Question: Do you think you are doomed to any of the following? A life of crime
 - Categories:

No

1=emphatic no,
 2=neutral no,
 3=used to but not anymore,

Uncertain

4=hope not,
 5=uncertain or hesitant or conditional no,

6=sometimes,
7=I don't know,

Yes

8=yes,

(missing values: 9=participant not asked, 10=inaudible answer)

137 variable – View of sentence as an opportunity to change his/her life (sentcha)

- Outline of Question: When a court imposes a sentence on you do you think it is an opportunity to change your life?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes,

3=hesitant yes,

4=yes, dependent on type of sentence,

5=this time,

6=can be/maybe,

7=I'd have thought so, it's what they want, it's half and half for me, it ain't gonna make me change my life, it's just a warning, a kick up the bum,

8=should do but it doesn't,

9=no,

(missing values: 10=participant not asked)

138 variable – Belief in him/herself taking that opportunity (takeop)

- Outline of Question: Do you take the opportunity?

- Suggested Answers: Yes/No

- Categories:

137.1-7(yes)

1=I think I am/I have/I do,

2=emphatic yes,

3=yes,

4=I have this time because it was so upsetting seeing family crying in court and not want that again,

5=no previously but will this time because the consequences have made a real impact this time or I have to this time because of the consequences,

6=I try,

7=I think so,

8=I'd like to think so,

9=uncertain/fiftyfifty/noncommittal/sometimes,

10=not yet but definitely will,

11=not yet but might when probation finishes as I can only change in small steps,

12=no or excuse for not doing which amounts to de facto no,

137.8 (motion)

13=did what I had to,

(missing values: 14=participant not asked and not relevant to ask)

139 variable – View of whether sentence triggers any changes (trigcha)

- Outline of Question: Does it trigger any changes?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes or it has,

2=yes or de facto yes,

3=yes or de facto yes, dependent on type of sentence,

4=sometimes,

5=it must,

6=no,

(missing values: 7=understanding not clear, 8=participant not asked)

140 variable – View of those triggered changes (vietrigcha)

- Outline of Question: What changes does it trigger?

- Categories:

139.1-5(yes)

Provokes thought

1=wakes you up to stop doing what's wrong and/or start doing what's right/normal/progressing your life,

2=makes you think and/or look at yourself and what you are doing/want to think before you act,

3=looking at myself and learning some better coping methods,

4=wakes you up to realize what you've done and shocks you to start to think about having to change,

5=made him/er think and start to deal with things and/or get control of things and/or change his/er lifestyle,

Substance abuse/violence

6=reducing or trying to reduce substance abuse and reducing or trying to reduce violence and trying to be nicer,

7=reducing or trying to reduce substance abuse,

8=stopped dealing,

Access to help

9=prison helped me reduce substance abuse and then since I've been out I've just tried to carry it on,

10=gives you access to help to change your life,

11=gives you access to help to tackle substance abuse,

Fear of consequences

12=makes you stop committing offences because you want to relax and not have to worry about looking over your shoulder,

13=makes you think of changing because you don't want to be sent to prison and be stuck there when everyone else is outside having fun,

14=made me realize effect I was having on self and others and if there was no punishment one wouldn't worry,

15=makes you stop committing offences because you don't want to be sent to prison at least in part because of the effect on others of me going to jail,

16=in my head to never ever do anything to even get near going back to court alone, let alone go back to prison,

17=makes you realize you will now be seen differently,

Attitude

18=makes me more easy going and accepting,

19=changes how you feel round people, how you want to be in the community, with family, friends, in life, where you're at,

20=getting control of things,

21=I just nearly got sent down for a long time but didn't start to think might as well start trying to change,

Negative

22=loses you your home and benefits,

23=didn't really help, they kicked me off the anger management course,

139.6(so how)

24=if they give me a punishment, then I have to obviously do it and I do stop committing some offences because I don't want to go to prison, (missing values: 25=understanding unclear or contaminated or inaudible, 26=participant not asked)

141 variable – Degree of visualization of a new life (visnewlif)

- Outline of Question: Put yourself on these scales between 1 and 4:

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3), 3=fifty fifty/depends (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), (missing values: 6=insufficient or inaudible answer, 7=participant not asked, 8=participant cannot grade answer)

142 variable – Degree of importance of a new life (impnewlif)

- Outline of Question: Put yourself on these scales between 1 and 4:

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3 or 3.5), 3=fifty fifty/both (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1),

(missing values: 6=participant rejects question, 7=participant not asked)

143 variable – Degree of desire to change (descha)

- Outline of Question: Put yourself on these scales between 1 and 4:

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3), 3=fifty fifty (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), (missing values: 6=participant not asked)

144 variable – Degree of capacity to stop offending (capstop)

- Outline of Question: Put yourself on these scales between 1 and 4:

- Categories: 1=a lot (ie 4), 2=quite a lot (ie 3 or 3.5), 3=fifty fifty (ie 2.5), 4=a bit (ie 2), 5=little, very little or none (ie 1), 6=offences too long ago to be relevant, (missing values: 7=participant not asked)

145 variable – View of his/er current point in his/er life (vielifpoi)

- Outline of Question: How would you describe the point you are currently at in your life?

- Categories:

Positive

1=good or very good or a positive statement such as safe and happy or 4,

Satisfactory

2=ok or satisfactory or quite good or pretty good or steadily or slowly getting there or working towards success or slowly progressing or 3,

Uncertain

3=half way through changing self and/or life around or 2.5 or halfway to getting there,

4=ok but not great and a big point of uncertainty and worry about the future,

5=ongoing struggle and difficulties, but conditional movement forwards,

6=on the way up, as long as s/he avoids substance abuse,

7=I'm getting there to where I want to be but it's still a long way to go,
8=uphill struggle but I've got to get to the top otherwise I'll never get my nice car, never get my nice house,
9=neither up nor down,
10=could be worse but needs a lot of support from others at the moment,
11=I want to change and feel I am being rescued not punished,
12=limbo or stuck or hiatus or waiting,
13=reduced offending,

Negative

14=just surviving, just getting through,
15=old,
16=not good or negative statement,
17=lowest,
18=crisis,
(missing values: 19=participant not asked, 20=insufficient data)

146 variable – View of the obstacles in his/her way (vicobs)

- Outline of Question: What obstacles lie in your way?
- Categories:

Unknown

1=I'll have to wait and see,

None

2=nothing or none apparent yet or I can't see any,

Self

3=mental health problems like depression,
4=only me,
5=own capacity to create obstacles for self by continuing to shoplift when I don't need to and I don't know why,
6=physical problems like walking,

Partner

7=social services and my child/ren's other parent,
8=abuse from partner or expartner,
9=mental health of expartner, house to sell for divorce and debts,

Practicalities

10=uncertainty over a place to live,
11=insufficient help from family and authorities to provide him/her with money for courses,
12=only work obstacles needing more work and more money and to be able to afford a work van,
13=lack of money,
14=driving ban and others making money out of me as I work for them when the only way to make money is to work for yourself,

Criminality

15=probation and/or criminal record and/or punishment s/he is living under and/or police attention,
16=antisocial associates/situations,
17=the pending court case and health worries,
18=substance abuse,
19=antisocial associates and substance abuse,

Lots

20=lots,

Impersonal

21=the state of the country in general eg the economy or infrastructure,
22=Just competition over work,
(missing values: 23=participant not asked)

147 variable – Intentions for dealing with obstacles (intdeaobs)

- Outline of Question: What are you intending to do about those obstacles?
- Categories:

146.3-22

Nothing

1=nothing I can do,
2=excuse not to act,
3=I'm in other people's hands or reliant on opportunities arising,
4=not sure, I need others to keep me out of trouble like a spouse/partner/family member,

Remove them

5=remove or bypass or ignore or stay away or prepare for/from obstacles,
6=keep out of trouble, regain respect, work with probation to improve disclosure letter, portray self in good light,

Get away

7=find new friends and get away from friends that are a bad influence by moving away,
8=finish with partner,

Keep going

9=see things through and/or carry on and/or keep going and or complete them or try to,
10=see sentence through and get a job,

Avoid substance abuse

11=avoid situations where I could access substances to abuse,
12=get help and support from services like AA and talking to people and from God to reduce substance abuse,

Work

13=work or work harder or specific work improvements or specific work goals,

Money raising

14=car boots, allsorts, any way I can just to get the money,
(missing values: 15=participant not asked)

148 variable – Description of turning points in his/her life (desturpoi)

- Outline of Question: What do you think have been the key turning points in your life?
- Categories:

NONE

None

1=no turning points,

SINGLE

Learning

2=learning life doesn't revolve around drugs and crime,

Getting/staying away

3=staying out of the pub,

4=moving away from the area,

Victimization

5=getting stabbed,

Family

6=child/ren, child/ren being born or expecting child/ren or grandchild/ren,

7=two divorces,

8=realizing needs to move on from and out of unhappy marriage,

9=discovering and meeting my real dad,

10=partner and baby,

Justice system

11=a helpful probation officer who takes time to talk and arrange things to help him/her,

12=prison,

13=substance abuse rehabilitation or being sentenced to DOR,

14=police knocking on the door and the help given through the subsequent sentence,

DOUBLE

Family and Work

15=work, partner/spouse and family,

Family and Home

16=losing a parent in the past and thinks getting a place will be a turning point in the future,

Justice system and Family

17=going to prison, getting married, wanting to start a family,

18=prison and marriage break down,

19=sentence and living with a parent, it not working out and coming back to live with other parent,

20=child/ren, probation and Turning Point,

Justice system and Image

21=sentence and being thought badly of because of offence,

Justice system and Victimization

22=sentence was a turning point for the good and my dad 'doing stuff' and friend getting hurt and the police not caring were turning points for the bad,

MULTIPLE

Aging and Learning and Release

23=aging, learning consequences and getting out of jail,

Justice system and Family and Money

24=arrest, divorce and bankruptcy were negative turning points while marriage and child/ren were positive turning points, sentencing and prison were negative at the time and on my life chances but positive to my attitudes,

Justice system and Family and Losing

25=getting arrested for drink driving and losing my job and separating from my wife,

26=a hard programme s/he was sentenced to and meeting partner/spouse were positive turning points and leaving school was a negative turning point,

27=hitting rock bottom of losing everything, such as job and spouse/partner,

(missing values: 28=participant not asked, 29=inaudible answer)

149 variable – View of turning point (vieturpoi)

- Outline of Question: Was it a positive or negative turning point?
- Suggested Answers: Positive / Negative

- Categories:

148.2-27&29

Positive

1=positive,

Positive with Negative

2=felt/ostensibly/IMPLIED to be negative but actually positive or positive I suppose or positive cos needed to happen or taught me or positive in the long run,

3=same point was both positive and negative,

4=some were positive and some were negative and some were both positive and negative,

5=some were positive and some were negative,

Negative

6=negative or de facto negative or mainly negative,

(missing values: 7=participant not asked or not relevant to ask)

150 variable – View of this moment as a potential turning point (viethimo)

- Outline of Question: Could this moment be a key turning point in your life?

- Suggested Answers: Yes/no

- Categories:

1=yes or de facto yes or already is,

2=conditional/hesitant/hopefully yes/yes I suppose it is,

3=might be/could be/possibly/maybe/doubtful I suppose so with maybe/can be,

4=already was when things went wrong and now I'm nowhere,

5=no,

(missing values: 6=participant not asked, 7=understanding unclear, 8=insufficient data or inaudible)

151 variable – Explanation of this moment as a potential turning point (expthimo)

- Outline of Question: Why/why not?

- Categories:

150.1-3

State of mind

1=because every problem and crossroads is an opportunity to reassess one's life and decide what one wants,

2=feels improvement impending and new stage in life starting, based mainly on intuitive feeling as dad is moving away and selling his home,

3=because you never know,

4=general desire and/or determination to make life better or to move forward or improve things,

5=feel so enthusiastic, want it so much, don't want crime, want work to spend money my family know I've worked for,

6=because I just believe that I've been give a second chance to change my life something inside me says this is your chance now to change your life,

7=because s/he was in the dark but now realizes things are achievable and s/he wants life to be better,

Change in circumstances

8=because I am making a fresh start in a new place away from antisocial associates,

9=because my mental health has improved,

10=because work is imminent,

Consequences

11=because I've learned about the consequences of not addressing issues in yourself,

12=because on probation and any more problems with the law will put me in prison,

13=because s/he has realized the destructive consequences of substance abuse,

Thinking

14=because I am learning to think things through and/or think about my actions or it made me think,

Wanting stuff

15=I want stuff I can't get so I have to try to get a good job to get all the stuff I want, if I don't win the lottery,

Children

16=because I want my children to have anything they want because I never did,

17=because I have a child on the way,

18=because of impact on child/ren of any more problems with the law,

Doing it

19=because I am managing to reduce substance abuse,

20=because I am only committing crimes for the sake of it, not to fund habit as am avoiding substance abuse,

Help

21=using NOMS and other services is helping improve him/er and/or making him/er realize things/be better,

22=because of the help that I'm getting,

Negativity undermining the positive from the previous question

23=I can't see how probation is going to change my life, coming to an appointment every week or two weeks,

150.4

24=everything was going right then got arrested again which is typical of life and now risk of prison leaves me in limbo,
(missing values: 25=participant not asked or not relevant to ask)

152 variable – Reactions to difficulties when trying to change (readifcha)

- Outline of Question: Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change:

- Categories:

None singled out

1=all, can't really single any out,

2=none on the list I just think what will be will be,

3='let it happen this is change!' but not actually related to change, actually related to what will be will be,

Primarily 'oh no I can't believe it'

4='oh no I can't believe it',

5='oh no I can't believe it!' and 'let it happen this is change!'

6=all, most emphatically 'oh no I can't believe it', least convincingly 'perhaps if I try things a bit differently.'

7=probably a little bit of 'oh no I can't believe' to start then 'perhaps if I tried things a bit differently',

Primarily 'this is not as bad as I expected!'

8='this is not as bad as I expected!'

Primarily 'I am not sure if I am up to changing!'

Primarily 'let it happen this is change!'

9='let it happen this is change',

Primarily 'perhaps if I try things a bit differently'

10=probably 'perhaps if I tried things a bit differently',

11='perhaps if I try things a bit differently' and 'now I can see the way ahead',

Primarily 'does this feel right for me?'

12='does this feel right for me?'

Primarily 'now I can see the way ahead'

13='now I can see the way ahead',

14=previously 'oh no I can't believe it!' and 'I am not sure if I am up to changing!' but now 'now I can see the way ahead' (missing values:

15=participant not asked)

153 variable – Identify statements that would be true of you (idstayou)

- Outline of Question: Research from other sources has previously gathered these statements from offenders. Which of these statements do you think would be true for you?

<p><u>Morality</u> view of morality</p> <p>26'I would never hurt a kid or rob an old lady' morality 27'Shoplifting isn't even a crime to me' morality 40'I want to go the right way' morality</p> <p><u>Vision</u> imagines future</p> <p>1'I've got goals' vision 2'I know what I want to be' vision 24'All I need to do is get a job', vision 25'Drugs is a waste of money' vision 32'Jail is a time to reflect...think....a bit of time out' vision 37'I don't want a job anyway' vision 39'I don't want to go to jail' vision</p> <p><u>Autonomy</u> role of individual</p> <p>3'If a person wants to change it's down to them' autonomy 4'People'll change if they want to change' autonomy 15'What could anyone do to stop me? There's nothing they could do' autonomy 31'Sometimes its good to go to jail' autonomy</p> <p><u>Timing</u> role of timing</p> <p>6'Everybody has to hit their own rock bottom' timing 11'When your time's ready to change and when it just clicks in your mind you just think enough is enough and that is it then you change' timing 12'This is my last chance' timing 38'I think I am ready for a job' timing</p>	<p><u>Statements Offered to Participants for Selection</u> These statements from Hughes, J., (2009) <i>The Trouble With Girls</i>, BBC and Ross, N., (2009), <i>Crime Audit of Oxford</i> in Perman, A., (prod), <i>Truth About Crime</i>, BBC and Cohen, J. and Hamann, P., (2009), <i>Holloway</i>, Television Production for ITV were offered to participants in numerical order as a straight list, uncontaminated by editorial, categories, colours, groupings, sources and source genders, and were introduced using the wording "Research from other sources has previously gathered these statements from offenders. Which of these statements do you think would be true for you?"</p> <p><u>Selections Categorised and Participants Ordered</u></p> <p>- the following number of statements were placed into each of these categories respectively 3xMorality, 7xVision, 4xAutonomy, 4xTiming, 3xProblemacy, 15xEmotionality, 2x Instancy, 3xStaticity,</p> <p>- any yes or partial yes or openness to the possibility to any degree as long as s/he gives that yes or partial yes and at any time or in any circumstances in his/her life qualifies for inclusion below, including needs that have been now satisfied when the question is about self or for anyone if the question is more general</p>
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Problemacy difficulty with change	<ul style="list-style-type: none"> - the Ps, Es, Is, Ss were added up to give a negativity score, the higher that score the lower that individual is placed in the order - if negativity score is the same then higher number of Ms and Vs goes higher in the order (excluding 27m and 37v) - if the Ms and Vs are also the same, then the inclusion of 27m and 37v goes lower in the order - if the 27m and 37v status is the same, then the inclusion of 38t goes higher in the order and inclusion of 31a goes lower in the order - if the 38t and 31a status is the same then more As and Ts goes higher, with 'A's higher rating if equal Positive Statement within context Negative Statement within context - gives an order for trapped within difficulties (P E I S) and gives weight to vision and morality (V & M) with autonomy (A) and timing (T)
5'It's difficult to change people' problemacy 16'If I had money it'd be alright' problemacy 18'I'm trying to sort my life out but it's so hard' problemacy	
Emotionality prevalence of emotional need	
9'There's nothing to do. I get bored.' emotionality 10'Offending is an adrenalin rush' emotionality 17'People without money who don't commit offences only don't cause they ain't got no bottle' emotionality 19'I have issues with anger' emotionality 20'I have a reputation for being bad that I have to keep up' emotionality 21'I need alcohol to chill me out' emotionality 22'I need to drink to make me happy' emotionality 23'I can't be happy without drink' emotionality 28'When I'm with my friends I end up committing offences' emotionality 29'I enjoy going to court because it's something to do' emotionality 30'It pisses me off out here, out of jail' emotionality 34'I feel trapped' emotionality 35'I feel stuck in a rut' emotionality 36'Trying to go straight is all shit' emotionality 41'I know it's a waste, but I need a drink' emotionality	
Instancy lives kneejerk	
13'Life's just survival from one moment to the next' instancy 33'Things hit you at the last minute' instancy	
Staticity stuck where is	<p>OGRS Scores L=low (<40) M=medium(40-60) H=high (>60) N/A=missing</p>
7'I'm never going to stop offending' staticity 8'I'm never going to change' staticity 14'I've made crime my life' staticity	

Trapped Within Their Difficulties					
Trapped Within Their Difficulties, while giving weight to individuals' vision, in terms of imagining the future, their morality and their views on the role of autonomy and timing .					
Order No	ogrs score	Par No	Content	Work References;	Emotion - 15xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s 14s+27m Substances - 21e22e23e41e
1	H	30	26m40m 1v24v25v39v 0a 38t 0p 0e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s 14s+27m Substances - 21e22e23e41e
2	N/A	19	26m40m 1v2v39v 3a4a 11t 0p 0e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s 14s+27m Substances - 21e22e23e41e
3	H	29	0m 1v2v	NOT SELECTED 24'All I need to do is get a job', vision	Emotion - 0xE Morality - 26m40m+27m

			3a 0t 0p 0e 0i 0s	NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
4	H	36	26m40m 24v25v39v 3a4a 6t11t12t38t 0p 28e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
5	N/A	8	26m 1v2v25v39v 3a 0t 5p 0e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
6	L	32	26m40m 1v39v 0a 0t 0p 0e 0i 8s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
7	M	21	26m40m 1v2v25v32v39v 0a 11t12t 5p18p 0e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
8	N/A	26	26m40m 1v2v25v32v 3a31a 6t 18p 34e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
9	M	10	26m40m 1v2v25v37v39v 0a 38t 0p 35e41e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
10	L	25	0m 1v2v24v32v39v 3a4a 11t12t38t 18p 10e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e

11	M	6	26m 25v 3a 6t 16p 9e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
12	N/A	11	0m 0v 4a 0t 5p 9e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
13	L	16	26m40m 1v2v25v39v 3a4a 38t 5p 21e22e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
14	H	1	26m40m 1v2v25v39v 3a 11t12t 18p 19e 33i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
15	H	14	26m27m40m 1v24v25v39v 3a31a 11t38t 18p 9e35e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
16	L	13	26m40m 1v25v32v 3a4a 6t11t12t38t 5p16p 10e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
17	L	28	26m 1v24v25v39v 3a4a 11t38t 5p16p 41e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
18	N/A	24	26m40m 24v25v39v 4a 11t38t 16p18p 19e	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e

			0i 0s		
19	H	7	26m40m 1v25v 3a4a 6t11t 18p 34e 0i 7s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
20	M	3	26m40m 1v 3a4a 11t 16p18p 35e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
21	H	12	26m40m 1v24v25v39v 4a 11t12t38t 5p16p 0e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 0xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
22	L	31	26m40m 1v25v39v 4a 11t12t 18p 21e 22e23e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 3xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
23	L	22	26m40m 39v 4a 38t 16p 9e19e 13i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
24	H	23	40m 24v39v 3a 0t 18p 19e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 1xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
25	M	15	26m 24v 4a 11t 16p 9e10e19e 0i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 3xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
26	M	37	26m40m 1v2v24v25v39v 3a4a 6t11t38t	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m

			16p18p 10e35e 33i 0s		Substances - 21e22e23e41e
27	M	4	26m40m 2v25v39v 0a 12t38t 18p 9e19e21e22e 0i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 4xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
28	H	34	26m40m 1v2v24v25v32v39v 3a4a31a 6t11t12t38t 16p18p 19e28e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 2xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
29	N/A	9	26m40m 25v39v 3a4a 6t12t 5p16p18p 19e34e35e 13i 0s	NOT SELECTED 24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 3xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
30	H	35	26m 27m 40m 1v2v24v25v32v39v 3a4a15a 6t12t38t 5p16p18p 9e10e28e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 3xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
31	N/A	20	26m40m 1v2v24v25v29v 3a4a 6t11t12t38t 5p16p18p 10e28e34e35e 13i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 4xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
32	H	27	26m 24v25v39v 4a 6t11t12t38t 5p16p18p 10e19e34e35e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 4xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
33	N/A	33	26m40m 24v25v39v 4a15a 11t12t38t 5p18p 10e19e20e28e30e34e 13i33i 0s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision 38'I think I am ready for a job' timing	Emotion - 6xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s-14s+27m Substances - 21e22e23e41e
34	M	5	26m 27m 40m 1v2v24v25v32v39v	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway'	Emotion - 6xE Morality - 26m40m+27m

			3a4a31a 6t11t12t38t 5p16p18p 9e19e28e34e35e36e 13i33i 0s	vision 38'I think I am ready for a job' timing	Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
35	N/A	2	26m40m 1v2v25v32v37v39v 3a4a31a 6t11t 5p18p 10e17e19e21e22e23e35e41e 33i 0s	NOT SELECTED 24'All I need to do is get a job', vision 37'I don't want a job anyway' vision NOT SELECTED 38'I think I am ready for a job' timing	Emotion - 8xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
36	H	17	26m27m40m 1v24v25v32v39v 15a 6t12t38t 18p 9e10e19e22e28e34e35e36e 13i33i 14s	24'All I need to do is get a job', vision NOT SELECTED 37'I don't want a job anyway' vision vision 38'I think I am ready for a job' timing	Emotion - 8xE Morality - 26m40m+27m Advancement - 1v2v Offending - 7s14s+27m Substances - 21e22e23e41e
37	N/A	18	missing	n/a	n/a

(missing values: 37=participant not asked)

154 variable – When s/he believes s/he will stop offending (whenstop)

- Outline of Question: If I said that research suggests that 'all offenders eventually stop offending' its only a matter of how quickly and at what age, when do you think you will stop?

- Categories:

No current plans to completely stop

1=no plans to stop or don't know when s/he will stop,

2=claims already stopped the type of crime s/he wants to distance him/erself from, but is planning to continue with the type of crime that is part of his/er lifestyle until his/er lifestyle changes with marriage and owning a business,

3=claims already stopped but leaves the possibility open of offending continuing,

4=soon, hopefully when I get a job,

5=soon I think,

Conditional belief in having stopped

6=hopefully now/hopefully already,

7=thinks or feels s/he's stopped/stopped already,

Stopping now

8=today,

9=now,

Already stopped

10=when I left prison,

11=already stopped or has/have stopped or has stopped now,

12=stopped some years ago,

Never started

13=I am not an offender. I didn't know I was offending. My friends involved me.

(missing values: 14=participant not asked)

155 variable – Belief in own efforts to find work/training (beleffind)

- Outline of Question: If I said that a survey in 2001 showed that 70% of prison leavers who said they would look for work or training did nothing to make that happen, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=conditional/hesitant/partial no, 3=uncertain/noncommittal, 4= Partial/temporary/previous/past/would imagine Yes, 5=yes, (missing values: 6=participant not asked)

156 variable – Belief in his/er health problems making it difficult for him/er (belheadif)

- Outline of Question: If I said that research suggests that mental and physical health problems can make it difficult for prisoners to make the best use of opportunities, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=conditional/hesitant/partial no, 3=uncertain/fifty fifty/don't know, 4=temporary yes or previous yes or yes in the past or would imagine yes, 5=yes or de facto yes, (missing values: 6=participant not asked, 7=inaudible)

157 variable – Belief in his/er ability to cope with life after prison (bellifcop)

- Outline of Question: If I said that research suggests that prisoners sometimes have significant problems coping with life, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=conditional/hesitant/partial/nonverbal no, 3=uncertain/fifty fifty, 4=temporary yes or previous yes or yes in the past or would imagine yes or sometimes/some things/could be, 5=yes, (missing values: 6=participant not asked, 7=inaudible)

158 variable – Belief in his/er ability to cope with choices/decisions after prison (belcdcop)

- Outline of Question: If I said that research suggests that on release prisoners are suddenly confronted by choices and decisions and can find it difficult to cope, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=conditional/hesitant/partial no, 3=uncertain/fifty fifty/depends, 4=temporary yes or probably yes or previous yes or would imagine yes, 5=yes, (missing values: 6=irrelevant or insufficient or inaudible answer, 7=participant not asked)

159 variable – His/er vulnerability to return to criminal path when things get hard (vulrecri)

- Outline of Question: If I said that research suggests that when finding things difficult, offenders can return to their old ways that lead them back into trouble, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories:

No

1=no,

Partial No

2=conditional/hesitant/nonverbal no,

Possible

3=maybe,

4=it varies on the day then contradicted with an unconvincing nah,

5=yes including occasionally and probably and previously,

(missing values: 6=participant not asked, 7=irrelevant or insufficient or inaudible answer)

160 variable – His/er belief in his/er stopping offending after three convictions (belstop)

- Outline of Question: If I said that research suggests that 40% of offenders with three convictions seem to stop offending without any further criminal justice interventions, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories:

1=I am stopping after fewer convictions,

2=I have already had more convictions than that,

3=no without reason given or without reason audible,

4=yes,

5=don't know/not sure,

6=yes because stopping now after three relevant offences, but I have more for offences I consider irrelevant, 7=evasive about number of convictions and blames alcohol saying s/he'd never commit a crime sober,

8=evasive

(missing values: 9=participant not asked, 10=understanding unclear)

161 variable – What s/he believes will make him/er want to stop offending (belwanstop)

- Outline of Question: What would (or did) make you want to stop offending?

- Categories:

Doesn't want to harm

1=not wanting to cause harm or hurt to others,

Others

2=having and/or not wanting to lose child/ren or be rejected by child/ren,

3=my family and my spouse/partner,

4=my spouse/partner,

5=doing it for myself and everyone else,

6=having a family,

Prison

7=not wanting to go to prison because of mental health issues,

8=not wanting to go to prison because of (or and) not wanting to be separated from (or lose) family,

9=not wanting to go to prison,

10=not wanting to harm others and thinking s/he won't get far in life with crime and being scared of going to prison,

11= doing courses inside so as to want to implement that and get work not offend on release,

Wants a life

12=looking forward, seeing s/he has a life and not wanting to waste it,

13=not wanting his/her current life,

To be better

14=because I want to please God because it hurts his feelings when I offend,

15=I want to be a better person, I've made a mistake and I want to fix it,

Circumstances

16=while I need drugs I have to offend to get them or if I stop drugs I'll stop offending,

17=stable relationship and right job,

18=moving out of the area,

19=having money and having child/ren,

20=a bit of harmony in life, just not, too many pressures, a few less pressures on,

21=I have stopped, now if I'm provoked I just laugh at them and walk away, I have grown up like,

No reason given

22=it's nothing to do with me,

23=no reason given just says s/he is going to stop now or has stopped already,

24=I don't know because I don't set out to offend it just happens,

25=I don't offend/I'm not an habitual offender,

26=I'm not an offender I just had one stupid moment,

27=I've stopped and given up with it because the law sucks because the law don't work for us any more,

(missing values: 28=participant not asked)

162 variable – What s/he believes will help him/her to stop offending (whahelstop)

- Outline of Question: What would help you?

- Categories:

Official provision

1=probation or probation officers and/or courses/groups sentenced to or that addressed his/her offending and/or substance abuse,

Prison consequence

2=the fear of going to jail and losing his/her child/ren or family,

3=fear of going to prison,

4=my family emphasising the consequences in terms of prison and them no longer supporting me if I reoffend,

Money

5=money,

Nonexposure

6=removal of the sanction the breaking of which was the offence eg getting driving licence back so would not break the law by driving without one,

7=moving away,

8=locking self indoors or being locked away,

9=not being exposed to criminogenic situations,

Self

10=vague statement of changing his/her life and unspecified 'different things',

11=don't need any more help or any help,

12=just self,

13=no-one can help me, I've got to help myself,

Work

14=have a stable relationship and/or a family of my own and/or settle down and employment,

15=going the right way, getting a job and staying out of trouble,

16=work,

17=courses to help get a job,

Support

18=having a family,

19=police should be tolerant if people are not doing anything too bad,

20=offenders should get extra help to get a job they like cos they took all they wanted before,

(missing values: 21=participant not asked)

163 variable – His/her belief in his/her capacity to be trusted not to offend (belcaptru)

- Outline of Question: Can you be trusted to stop committing offences if no one kept an eye on you?

- Suggested Answers: Yes/No

- Categories:

Yes

1=emphatic yes,

2=yes or 1 and 3 balancing,

Equivocal

3=conditional/hesitant yes or yes with a smile or I think so or I would like to think so,

4=uncertain/fifty fifty/noncommittal/hmmmm,

No

5=I would abuse substances if no one was watching and that leads me to commit offences,

6=no, (missing values: 7=incomplete answer, 8=participant not asked)

164 variable – Why s/he believes s/he can be trusted not to offend (whycaptru)

- Outline of Question: Why?

- Categories:

163.1-3(can be)

1=because no one is watching me now and I am not offending,

2=because s/he can trust his/erself/ s/he just knows s/he can be trusted or is trustworthy,

3=because s/he doesn't want that life anymore and feels stronger and has learned to deal with things,

4=because I am determined not to because of the effect on my life and my family and friends' lives,

5=because I am sick of letting myself and family down and I want to progress and be able to be proud of what I do,

6=because s/he is a good and/or lawabiding and/or trustworthy person,

7=because s/he is in a new area away from bad influences,

8=because s/he is a grown up,

9=because s/he knows there are alternatives to offending,

10=because s/he is sick of offending or doesn't want to offend anymore or had enough of it,

11=s/he just knows,

163.1-3 (can't actually be)

12=it's just the substance abuse that means s/he can't wholly be trusted,

13=because s/he doesn't feel need to offend now s/he's grown up but admits s/he'll still offend where s/he doesn't think it's a crime,

14=gives answer that undermines claim of trust eg whether s/he offends again 'depends' or is 'not at the moment.'

15=realizes that s/he actually doubts she can be trusted, as she admits she still commits crimes as a game,

163.4(uncertain)

16=mostly all the convictions are not proper, all to do with fighting and going out, just happens, cant deal with it, for some reason I'm always in the middle of it,

163.5(substance dependent)

17=I would abuse substances if no one was watching and that leads me to commit offences,

163.6(can't be)

18=my family haven't got any trust in me, If I had loads of money in front of me there I'd probably take it,

163.7&8

19=my child/ren are too important and I have got rid of the friends that got me into trouble,

(missing values: 20=inaudible answer or not understood, 21=participant not asked and not relevant to ask)

165 variable – His/er belief in his/er capacity to be trusted not to offend in risk situations (truris)

- Outline of Question: Could you be trusted even if the same situations that led to your offending arose again?

- Suggested Answers: Yes/No

- Categories:

Yes

1=emphatic yes,

2=yes,

3=I'm in, or have been in, the same situation and I have not/ am not reoffending,

Equivocal

4=at the moment yes,

5=I wouldn't let/don't think I'd let the same situation arise again,

6=uncertain/fifty fifty/don't know/noncommittal,

7=says yes despite also saying it would depend on his/er mood/situation,

No

8=in some situations I couldn't be trusted,

9=no,

(missing values: 10=inaudible answer, 11=participant not asked)

166 variable – His/er degree of belief in whether s/he will commit another offence (degbel)

- Outline of Question: What are the chances of you committing another offence?

- Suggested Answers: Nil / small / fifty fifty / good / certain

- Categories: 1=nil, 2=conditional nil, 3=small or very small or small with nil, 4=fifty fifty/uncertain/don't know/some offences nil and others certain, 5=good, 6=certain, (missing values: 7=participant not asked, 8=understanding unclear)

167 variable – Sees a good life as a happy meaningful life (hapmean)

- Outline of Question: In a survey the general public saw 'the good life' as being a life of happiness and meaningfulness would you agree?
- Suggested Answers: Yes/No
- Categories: 1=yes to any degree, 2=uncertain/don't know/doubt the concept exists, 3=no, (missing values: 4=participant not asked, 5=inaudible,)

168 variable – What gives him/her happiness and meaning (whahame)

- Outline of Question: What gives you happiness and meaningfulness in your life?
- Categories:

Loved ones

- 1=friends and family,
- 2=children and animals,
- 3=my partner/spouse,
- 4=the people around me,
- 5=child/ren,
- 6=family,
- 7=partner/spouse and family,

Loved ones and Mind state

- 8=seeing others happy and getting on with others,
- 9=my family happy and a happy family life and being at peace,
- 10=being with someone that I want to be with, enjoying things in life,

Loved ones and Health and Mind state

- 11=good health and good family life,

Loved ones and Health and Stability and Active achievement

- 12=stable relationship, employment, my health,

Loved ones and Active achievement

- 13=friends and family and success and achievement,
- 14=family and work,

Love ones and Stability

- 15=my place to live and my child/ren,

Mind state and Stability

- 16=living without struggling and enjoying all the luxuries,
- 17=knowing you can get up and go to work and you've got no-one looking over your shoulder,

Stability

- 18=nice life, confidence and not thinking about the past,
- 19=getting a place of his/her own,
- 20=having money,
- 21=normal life clean of crime and drugs,

Mind state

- 22=happy in what I am doing,

Active achievement

- 23=being busy, mentally stimulated and active personal life,
- 24=progress and achievement and doing well/doing stuff,
- 25=live life a little bit to the edge, be a bit exciting,

Negative directionless

- 26=substance abuse,
 - 27=not a lot,
 - 28=getting by and just living life,
- (missing values: 29=participant not asked)

169 variable – Degree to which motivation leads to action (motact)

- Outline of Question: When you are motivated to do something does that thing.....?
- Suggested Answers: happen immediately / happen in the end / usually fall by the wayside / always fall by the wayside
- Categories: 1=happen immediately or almost immediately or usually immediately, 2=happen in the end or between/both immediately and in the end, 3=usually fall by the wayside, 4=always fall by the wayside, (missing values: 5=participant not asked)

170 variable – All s/he wants (allwant)

- Outline of Question: True or false for you: 'All I want is to be better, to be fulfilled, to be able to use my potential and become something more than I am at the moment' (Lieberman 2005)
- Suggested Answers: true/false
- Categories: 1=true, 2=part of it is true or it is part of what is true, 3=false, 4=finds question meaningless, (missing values: 5=inaudible, 6=participant not asked)

171 variable – His/er belief in whether s/he will achieve that (belachall)

- Outline of Question: Do you believe that you will succeed in achieving that?
- Suggested Answers: Yes/No
- Categories:

170.1-2&4-5

1=yes, 2=I'd like to think so/hope so, 3=eventually or partially, 4=maybe, 5=no,
(missing values: 6=participant not asked)

172 variable – His/er belief in offending providing what s/he wants (beloffwan)

- Outline of Question: Has offending given you what you want?
- Suggested Answers: Yes/No
- Categories:

No

1=no,

Secured learning/help

2=I learned/got on the right track/got the help I needed/had time to think by being caught/arrested/punished/offending,

Yes

3=yes and no,

4=most of the time yes,

5=yes or de facto yes,

(missing values: 6=participant not asked)

173 variable – What offending provided for him/er (offprov)

- Outline of Question: What was it that you wanted that offending gave you? (for each type of offence)
- Categories:

Substance abuse

1=offending got me money for drugs that I took to block out how I was feeling and it eventually got me the help I needed,

2=alcohol and/or drugs,

3=I enjoy substance abuse and I like getting out and meeting people when selling substances,

4=money for drugs and drugs made me feel better,

Stimulation

5=excitement,

Stimulation and Provision

6=sexual and emotional gratification and money,

Social and Provision

7=peer approval and needed money,

Social

8=relaxing and socializing and it helped me in a great way,

9=gave me contact with someone I fancied,

Protective expression

10=pride, achievement and self defence and sorting out disagreements,

11=want to shut someone up,

12=outlet for negative emotions such as anger or jealousy or hurt,

13=just wanted to get into my own property,

14=self defence and it's like a volcano erupting and once it's erupted the pressure has gone,

15=a sense of standing up for myself,

Protective expression and Provision

16=want to shut someone up and/or teach them a lesson and/or respond to perceived provocation and want money,

17=want to shut someone up and money,

Skills

18=skills that could be transferred from criminal usage into lawabiding usage,

Status

19=I was young and stupid and wanted a name for myself and it gave me that,

Protective expression and Stimulation

20=justice and excitement,

21=excitement and a sense that it was going to be either him or me that attacked the other in the argument and it was me and I thought it would just be done and end in a handshake like I was brought up to believe and it happened so quickly there was no time to think it through,

Provision and Advantage

22=money and getting material goods without having to pay for them,

Provision

23=supporting the family and providing food,

24=money I suppose, the work, I was just getting into work,

Provision and Substance abuse

25=food and taking the other things I needed like clothes, paying for drugs and alcohol, as I was young and homeless,
Denial
 26=it wasn't what I wanted it just happened/it didn't give me anything it just happened,
 27=nothing, didn't know I was committing an offence/there was no motive cos there was no active criminal activity on my part,
 28=don't know,
 29=do not want to say,
 (missing values: 30=participant not asked)

174 variable – Alternative way to provide it (altprov)
 - Outline of Question: How else could you get that?
 - Categories:

No longer needs offending

1=no longer has the need to be met,
 2=now too busy to offend and no longer has the need to be met,

Unequivocally offers alternative

3=offers an alternative and also expresses the need for avoiding,
 4=can offer a relevant alternative,

Equivocally offers alternative

5=offers an alternative to offences, but without conviction to some offences,
 6=offers an alternative but without conviction,
 7=offers an alternative conditionally,

Cannot offer usable alternatives

8=offers alternative, giving excuse why can't use,
 9=offers an alternative action that involves avoiding but does not actively provide an alternative to what the crime provided,
 10=can offer an avoiding alternative to some offences but treating it as impractical and cannot offer an alternative to others,
 11=cannot offer a relevant alternative,
 12=says only alternative s/he can think of is unusable to some crimes so would continue with those crimes but can offer a relevant alternative to other crimes,
 13=initially cannot offer an alternative and says will reoffend, then offers a grudging abstaining alternative when reminded of prison,
 14=can offer substance abuse as an alternative and also a positive alternative,
 15=offers substance abuse as an alternative and also expresses the need for avoiding and says only active alternative s/he can think of doesn't work,
 (missing values: 16=participant not asked)

175 variable – Visualising using the alternative (visalt)
 - Outline of Question: Can you imagine getting it that way instead?
 - Categories:

174.2-10+12-15

1=Visualizes and is doing it,
 2=Visualizes and sometimes/has done it on occasions,
 3=Visualizes it,
 4=Conditionally visualizes it,
 5=Visualizes and sometimes/has done it on occasions but treats doing it as impractical,
 6=Excuses not doing and says nothing of visualizing it,
 7=Visualizes and is doing it but says is/would also still offend,
 (missing values: 8=participant not asked)

176 variable – Reaction to the alternative being unviable (altunvi)
 - Outline of Question: What if you found you couldn't get it that way instead?
 - Categories:

387.2-7

1=can offer a definite new prosocial alternative,
 2=says s/he will or would or is getting it in the way planned and/or would just try harder or keep trying to do so or won't contemplate not doing so or knows s/he could,
 3=describes what s/he is trying to achieve in the way planned,
 4=doesn't know what s/he would do,
 5=if I didn't have child/ren I would return to crime, but as I do I would just have to get another job,
 6=offers abstaining alternative that s/he had previously said caused his/her offending,
 7=would return to crime or de facto return to crime,
 8=still committing crime alongside the alternative,
 (missing values: 9=participant not asked, 10=irrelevant or insufficient answer)

177 variable – Visualizing living using the original alternative (vislifalt)

- Outline of Question: What would it be like to live life doing that instead (of de facto current alternative)?
- Categories:

387.2-4,6,8

Negative

- 1=it would be horrible,
- 2=people would walk all over you,
- 3=harder,

Mixed

- 4=would do the alternative although does not have much faith and/or enthusiasm and/or self respect in it,
- 5=can't say I will always be able to as it will depend on the situation,
- 6=alternative would be boring but I suppose it would be better, but it won't always be possible,

Positive

- 7=it would be easy or very easy,
- 8=I think that would be a normal way of life,
- 9=beyond my wildest dreams,
- 10=I would learn from it,
- 11=good/better/nice/brilliant/great/perfect living the alternative,

(missing values: 12=understanding unclear, 13=irrelevant or insufficient or inaudible answer, 14=participant not asked)

178 variable – His/er efforts to live using the original alternative (efflifalt)

- Outline of Question: Have you tried doing that instead?
- Suggested Answers: Yes/No
- Categories:

387.2-4,6,8 + 1 out of 2 of 'Visualizes and doing it but also offending' from 387.7

- 1=yes to an active alternative (inc walking away if described as active),
- 2=yes to an abstaining alternative, (inc walking away if described as passive)
- 3=starting to try/working at trying to do it,
- 4=I used to,
- 5=the situation hasn't arisen where I need to,

(missing values: 6=participant not asked)

179 variable – Result of efforts to live using the original alternative (reseff)

- Outline of Question: What happened/(do you think would happen)?
- Categories:

Happened

178.1

- 1=positive outcome to active alternative,
- 2=slowly or slightly positive outcome to positive alternative emerging,
- 3=alternative getting him/er into debt and s/he'd contemplate offending again if needed to get out of debt,
- 4=negative outcome to active alternative,

178.2

- 5=positive outcome to abstaining alternative,
- 6=abstaining alternative worked or mostly worked but was not enjoyed,
- 7=abstaining alternative sometimes worked, but was not enjoyed and was not always possible,
- 8=abstaining alternative does not always work,
- 9=negative outcome to abstaining alternative,
- 10=despite having said s/he had tried it s/he couldn't remember if s/he had,

178.3

- 11=positive outcome to the effort alone towards trying to achieve abstaining alternative,
- 12=slowly or slightly or gradually positive outcome to positive alternative emerging,

178.4

- 13=the alternative s/he suggested and once had was actually just used to fund the substance abuse s/he expressed the need to avoid,

178.6

- 14=things are slowly working out,
- 15=only substance abuse works, positive alternative does not work,

(missing values: 16=participant not asked)

180 variable – Visualising his/er life without offending (visnooff)

- Outline of Question: Can you imagine your life without offending?
- Suggested Answers: Yes/No
- Categories: 1=yes, 2=I hope so, 3=don't know/fifty fifty, 4=no/de facto no, (missing values: 5=participant not asked)

181 variable – What life without offending would lack (liflack)

- Outline of Question: What would you miss if you lived without offending?

- Categories:

Something

1=drugs/alcohol,

2=the best food and a sense of independence,

3=excitement of being chased by police,

Mixed

4=nothing because s/he is passed that stage, but also said spur of the moment offending might still happen,

5=claimed nothing, but also said missed the extra money in his/her pocket,

Nothing

6=nothing because I am not an offender/don't offend,

7=nothing/not a lot/nothing really,

(missing values: 8=insufficient or unclear data, 9=participant not asked)

182 variable – Impact of offending in his/her life (impoft)

- Outline of Question: Has offending been a positive or negative or mixed experience in your life?

- Suggested Answers: Positive / negative / both

- Categories: 1=negative, 2=mixed or changed/es between the two, 3=positive, (missing values: 4=participant not asked, 5=understanding unclear, 6=insufficient data)

183 variable – Extent to which s/he wants to leave offending behind (leavoff)

- Outline of Question: To what extent do you want to.....?

- Suggested Answers: Keep it / keep some of it / lose it completely

- Categories:

1=lose it completely,

2=hopefully or questioningly or probably or conditionally lose it completely,

3=keep some of it or between keep some of it and lose it completely,

4=keep it,

(missing values: 5=participant not asked, 6=understanding unclear, 7=inaudible)

184 variable – Whether s/he sees offending as a habit (offhab)

- Outline of Question: Is committing offences a habit for you?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=it was when I was younger/it used to be, 3=possibly/could be, 4=yes or I suppose it is or in a way or for at least some offences, (missing values: 5=participant not asked)

185 variable – Whether s/he sees habit as breakable (habbreak)

- Outline of Question: Is it a breakable habit?

- Suggested Answers: Yes/No

- Categories:

184.2-4

1=yes easily or definitely, 2=yes or de facto yes, 3=should be able to but don't know, (missing values: 4=participant not asked, 5=understanding unclear)

186 variable – How s/he sees habit as breakable (habbrhow)

- Outline of Question: How could it be broken?

- Categories:

185.1-3

1=just do it or doing it yourself or just stop doing it or just stop offending or just go straight,

2=avoiding contact with things/people/places that will tempt me/lead me on,

3=growing up,

4=finding an alternative source of excitement,

5=I just got a bit older, moving on, progressing,

6=having a break from drugs and wanting to stop drugs so don't need to go out and get money, not wanting to go back to prison,

7=talking about it and counseling,

8=I'm not ready to break it, but when I settle down and have a family then I will break it cos I won't risk prison then,

(missing values: 9=participant not asked)

187 variable – Whether s/he intends to break the habit (intbreak)

- Outline of Question: Are you going to break it?

- Suggested Answers: Yes/No/Maybe

- Categories:

186.1-8 & 185.1-3

1=I have broken it, 2=yes or de facto yes, 3=yes but not now, in the future some time, 4=I've got to, 5= I want to, 6=I hope so with maybe, 7=no, (missing values: 8=participant not asked)

188 variable – Belief in whether s/he has the choice to offend (offcho)

- Outline of Question: Do you think you only commit offences when you have no choice?
- Suggested Answers: Yes/No
- Categories:

1 Presence of choice

1=no or I had a choice,

2=conditions the no with 'I suppose I have a choice',

3 Knowledge denied

3=I didn't know I was committing an offence,

2 Absence of choice

4=s/he thought s/he had no choice at the time,

5=substance abuse made it feel like there was no choice or inhibited choice making,

6=had a choice on some levels or at some times but not on other levels or at other times,

7=yes or I had no choice,

(missing values: 8=participant not asked)

189 variable – Belief in truth of absence of choice (truecho)

- Outline of Question: Do you think it was true that you had no choice?
- Suggested Answers: Yes/No
- Categories:

188.4-7

1=no,

2=yes on at least some occasions,

(missing values: 3=participant not asked, 4=inaudible)

190 variable – Reasoning as to why offending was a potential choice (reascho)

- Outline of Question: What made you think that offending was a choice you could make?
- Categories:

Cultural

1=because it felt normal,

2=because the law is wrong and elsewhere it's allowed and it's a healthier choice and my choice,

Cultural and Providing

3=because I'm brave and it's my way and my peer groups way of doing things and I need money so no choice,

Social

4=believed s/he could make friends that way,

Cultural and Social

5=upbringing and peer groups way of doing things,

Thoughtless and Social

6=spur of the moment and being led astray by people who are a bad influence,

Thoughtless

7=I panicked,

8=because actually I really didn't have a choice, it just happened,

9=don't know or couldn't identify any reason,

10=because it happened so quickly,

Opportunity

11=because I could and/or because I could get away with it,

Substance abuse

12=substance abuse,

Substance abuse and Thoughtless

13=substance abuse and not understanding other peoples point of view,

Substance abuse and Providing

14=substance abuse and need for food,

Self protection

15=self defence,

16=my alleged victim hit me first,

17=because if I hadn't have attacked I would have been attacked,

Anger

18=just pure anger, just pure hatred of life itself,

19=because I wanted him/er to feel the pain I was feeling,

20=I was feeling angry and I just thought fuck it,

Providing and Social and Pleasure

21=needed money so friends got me involved and I started to enjoy it and then feeling I had to keep doing it for the money,

Providing and Emotionally struggling

22=financial pressure and emotional need,

Providing

23=for money,

(missing values: 24=participant not asked)

191 variable – Chances of a life without offending (chnooff)

- Outline of Question: What do you think are the chances of you making a life for yourself without offending?
- Suggested Answers: Nil / small / fifty fifty / good / certain
- Categories:

Certain

1=certain and unconditionally it's what I am doing/never going to offend again,

2=certain,

Fifty fifty or better but not certain

3=very good or just short of full certain,

4=good,

5=fifty fifty or any variation on it or looking good at the moment or hesitant good I suppose or between good and fifty fifty,

Small/Nil

6=small,

7=nil,

(missing values: 8=participant not asked, 9=answer inaudible)

192 variable – Belief in own capacity to succeed as Probation Officer for him/erself (po)

- Outline of Question: If you were trusted to take control of your own rehabilitation and be your own probation officer, would you succeed in rehabilitating yourself?
- Suggested Answers: Yes/No
- Categories:

1Yes

1=it is what I have actually done,

2=of course/definitely/definite yes,

3=yes,

2Conditional Yes

4=yes but not as well as my probation officer,

5=I think yes,

6=hopefully,

7=it would be hard but I think I could do it,

3Mixed

8=from offending yes but not from drinking,

9=the change in me had already been made by prison so I didn't need subsequent probation and courses,

10=at some point I think,

11=don't know,

12=I couldn't have done before but maybe now,

4No

13=no or probably not or not at the time,

(missing values: 14=participant not asked, 15=inaudible, 16=understanding unclear)

193 variable – reasoning behind this belief (respo)

- Outline of Question: Why/why not?
- Categories:

192.8-12(why/whynot)

1=controlling drink is long term, needs lots of help from supervision, but offending caused me upset so I'd never repeat,

2=because prison was the eye opener that I needed and subsequent probation added nothing to that,

3=I've never been a probation officer,

192.13(why not)

4=good/better to have the help and support of the authorities,

5=can't do things on my own,

6=I wouldn't bother nor take the time and trouble,

7=I can't/can't always cope with doing things so wouldn't do things unless I had others and a structure to make me,

8=lack of knowledge/experience/training,

9=I'm too impulsive and indecisive and I don't trust myself,

10=need someone outside to look at you, you can't look at yourself,

192.1-7(why)

11=despite saying could do it s/he doesn't know how and relies on circumstances changing,

12=because I've got the balls to do it and I know I can do it,

13=because that's the role I play in my life anyway, organizing myself and telling myself what to do to improve myself,

14=because I just have to start learning,

15=because probation is just a formality and the talking about myself that it offers I can do alone, 16=because I've done it myself,

17=because I am at the end of my tether,

18=because I know it's that time now,

19=because of my own will/strength/desire,

20=because I have made changes in myself and I would rise to the challenge,

21=because I wouldn't make myself have to come to probation,

22=because I am positive now and know the right way forward,

23=because this was a one off occurrence and I've learned my lesson and will never do it again,

24=despite saying could do it s/he says s/he has to have his/her probation officer or can do it because of the help of his/her probation officer,

(missing values: 25=insufficient or inaudible data, 26=participant not asked, 27=understanding unclear)

194 variable – what sentence would s/he pass on him/herself to rehabilitate him/herself (sent)

- Outline of Question: If you were the judge imposing a sentence on you, what sentence would you impose to rehabilitate you?

- Categories:

1=same/similar sentence as s/he's been given or endorses correctness of sentence s/he's been given,

2=don't know or can't specify,

3=I'd impose that I'd do work, but not unpaid because I won't do unpaid work,

4=a suspended sentence,

5=prison,

6=tagging order,

7=I would prefer prison as it is a lot easier and over more quickly than probation but probation is more effective than prison,

8=prison was a waste of money and time, community service better as I'd be giving something back,

9=community services to keep me occupied and probation as long as the probation officers took the time to spend plenty of time with me,

10=noncustodial probation with courses and refresher courses to see where I had gone wrong,

11=no sentence because I didn't do anything wrong,

12=restrictions on shopping, such as a ban or having to be accompanied,

13=something to make me wake up to the need for change and to take responsibility, my driving ban helped with that,

14=get a job or get sent to prison if I didn't,

15=courses to talk things through and a chance to talk to someone who will help me look at myself,

16=I wouldn't have given me anger management, the system is just against the likes of me, while others who have done worse get much easier sentences than me and sentencing just depends on what illegal activity the judge has been up to the night before,

(missing values: 17=participant not asked)

195 variable – Belief in own control over own rehabilitation now (conrehab)

- Outline of Question: Under the current system, with a court imposing a sentence on you and probation services managing you through that sentence, do you think you have control over your rehabilitation?

- Suggested Answers: Yes/No

- Categories:

1=yes,

2=once you get out of prison you do,

3=I suppose so,

4=hopefully so,

5=no,

(missing values: 6=participant not asked, 7=understanding unclear, 8=incomplete or inaudible answer)

196 variable – reasoning behind this belief (rescon)

- Outline of Question: How/how not?

- Categories:

195.5(no)

1=because it's their call what I have to do/ whatever the judge give me I have to do,

2=because I'm under a court order, if I mess it up I go straight to prison,

3=because it's nothing to do with me,

195.1-4 and 195.7&8 if a type of yes is apparent (yes)

4=don't know,

5=probation has been a pointless unhelpful formality with no consequences if I fail the regular drug testing on DOR,

6=because I want to be rehabilitated this time, nothing works if you don't want it to,

7=because I am changing my lifestyle and avoiding the pub,

8=because I have choice over what I do and/or whether to stop offending and/or whether to attend probation,

9=because I can make the most of it to take this chance to think things through,
 10=because I did everything for myself and the system and probation were no help at all,
 11=because I am being trusted not to commit offences,
 12=because I need to put myself into the work that probation is doing to help and support me,
 13=because I am not tagged,
 14=because I've succeeded this time,
 15=because probation instead of jail gives you a last chance to choose to go the right way,
 16=because I use the skills learned at probation when I am away from probation,
 17=because I'm the one that's got to do it because it's me and it will be me sent to prison if I don't,
 18=because I want to be rehabilitated and probation helps me and teaches me, whereas prison would be unpleasant and dangerous,
 19=because probation and courses is just something I do, someone to come and talk to but I've not got much to talk about,
 20=because I don't want to offend any more and coming to probation to talk also helps,
 21=because I choose to come here and choose to engage because I'd rather that than be sent to jail if I don't,
 22=because you have to tell the probation officer if you need help and this time probation has not been conducted as well as other times,
 (missing values: 23=participant not asked, 24=inaudible)

197 variable – Desire to be in charge of sentence and rehabilitation (deschar)

- Outline of Question: Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes,

Yes and No

2=yes if I could still access the support and resources of probation,

3=yes and no/pros and cons,

No

4=no or not really,

Justice Lacking

5=would be nice but not workable on some level,

6=unworkable,

7=no because I would have been too harsh on myself,

8=no because I'd be too nice to myself,

9=yes because I wouldn't have been so harsh on myself/yes though wouldn't want to punish myself,

10=better me than somebody else,

Don't know

11=I don't know,

(missing values: 12=understanding unclear, 13=participant not asked, 14=insufficient data)

198 variable – Belief in own capacity to take charge of it (belcap)

- Outline of Question: Could you take charge of it?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes,

Uncertain

2=possibly,

3=I don't know,

Lack

4=I could but I wouldn't do it properly on some level,

5=I would if I had to,

6=I think I could but I prefer to have and like the help it gives me,

7=not without learning from probation and its services,

8=for offending yes I am never going to reoffend even if under the influence of substances, but not for dealing with substance abuse,

No

9=no,

Better

10=I could because at least probation wouldn't be getting in the way of me getting a job,

(missing values: 11=participant not asked, 12=inaudible)

199 variable – Belief in own trustworthiness in self sentencing (beltrust)

- Outline of Question: Could you be trusted to impose a fair sentence on yourself and carry it out?

- Suggested Answers: Yes/No

- Categories:

- 1=yes,
- 2=yes because I am actually harder on myself than the authorities,
- 3=yes because s/he would impose something achievable,
- 4=probably,
- 5=possibly or maybe or anything is possible,
- 6=I hope I would be fair, but raises his hands questioningly as if in doubt,
- 7=I'd be biased but also more constructive to self and noncustodial as I lost a lot of things like my job through prison,
- 8=I don't know,
- 9=yes or implied yes with a twinkle or chuckle suggesting no,
- 10=no I would have been too hard on myself, I would rather trust the professionals,
- 11=no I would let myself off every time/I wouldn't do it properly because I'd give myself the lightest sentence possible,
- 12=no or probably not or of course not,
- (missing values: 13=incomplete or inaudible answer, 14=participant not asked)

200 variable – Belief in own capacity to rehabilitate self (belrehab)

- Outline of Question: Would you succeed in rehabilitating yourself?
- Suggested Answers: Yes/No
- Categories:

Yes

1=yes,

Uncertain

2=I think so/I reckon I would,

3=eventually,

4=hopefully yes,

5=yes and no/it depends,

6=I'm not sure if I could do it without help I prefer others to be in charge,

No

7=not without help or no I need the help or not on my own,

8=no,

(missing values: 9=insufficient, unclear or inaudible answer 10=participant not asked)

201 variable – Belief in ease of living without offending (easnooff)

- Outline of Question: How easy would it be to live without offending?
- Suggested Answers: Very easy / quite easy / not very easy / impossible
- Categories: 1=very easy, 2=quite easy, 3=it depends on circumstances, 4=not very easy, 5=impossible, (missing values: 6=participant not asked)

202 variable – Foreseeing problems in living without offending (forprob)

- Outline of Question: What problems do you foresee if you try?
- Categories:

None

1=no problems or none or none really,

2=not a lot or not many,

Social

3=going out could lead to trouble,

4=people walking all over me and pushing me knowing I can't retaliate cos of probation so I might have to retaliate,

5=antisocial others,

6=people, people around you,

Substance abuse

7=claims can foresee no problems but at the same time speaks of substance abuse being a potential problem,

8=health problems giving rise to substance abuse,

Financial

9=need for money, lack of money, bankruptcy,

Financial, Work and Mental

10=can't regain past cos can't work in banks again and temptations caused by financial problems or if I get very negative,

Unforeseen

11=something unforeseen happening,

Offending

12=getting into trouble,

13=the odd offence as a slip up now and then,

(missing values: 14=no clear understanding, 15=participant not asked)

203 variable – Anticipating next step in living without offending (nextstep)

- Outline of Question: What would be your next step in trying?
- Categories:

Specific Action

- 1=getting or continuing work and/or earning money through work,
- 2=getting his/her own place,
- 3=speaking to my bank manager about my financial problems,
- 4=learning to drive,

Avoidance

- 5=walk away from situations where I might have got into trouble in the past and avoid criminogenic places/situations/environments,
- 6=avoiding criminogenic places/situations/environments,
- 7=avoiding people who are a bad influence,
- 8=not offending,
- 9=avoiding substance use,

Living

- 10=remain true to his/her ideals,
- 11=concentrating on self and child/ren,
- 12=get on with my life and look forward to the future, forget all about the past,
- 13=take each day as it comes,
- 14=I've already made/am making the right steps,
- 15=already living without offending,

No action specified

- 16=getting rich, with no statement of steps as to how,
 - 17=trying,
 - 18=don't know or can't identify any or nothing,
 - 19=don't need to change much as not committing much crime,
- (missing values: 20=participant not asked)

204 variable – Intention to take next step (intnextste)

- Outline of Question: Are you going to take that step?
- Suggested Answers: Yes/No
- Categories:

203.1-17

- 1=I already am,
 - 2=yes to any degree,
 - 3=in the end,
 - 4=possibly,
- (missing values: 5=participant not asked or not relevant to ask)

205 variable – Visualising coping with set backs (viscsb)

- Outline of Question: What will you do if that step (or steps generally) doesn't work out?
- Categories:

Specific Alternative

- 1=contemplates a specific positive alternative,

Unspecific Alternative

- 2=says will try something different without specifying what,

Wedded to Existing Course

- 3=it will work out or I can't see it not working,
- 4=hopefully it will work out,
- 5=I won't have no choice but to make it work out,
- 6=keep on trying or try again or keep going,

Don't know

- 7=don't know,

Acceptance

- 8=enjoy what I do have,

Offending Contemplated

- 9=reoffend,
 - 10=I can't reoffend because if I get caught again it will be prison,
- (missing values: 11=participant referred back to other answers, 12=inadmissible, 13=participant not asked)

206 variable – Visualising the future (visfut)

- Outline of Question: What do you think your life will be like in 10 years time?
- Categories:

Positive

- 1=good/fine/positive/very good future,
- 2=should be as good as it is now but even better,
- 3=ambitious future eg lots of money/investments/properties and/or nice big house and nice big car,
- 4=ambitious future eg lots of money/investments/properties and/or nice big house/nice big car and family,
- 5=normal prosocial future ie own place, kids, family, job

Some positivity

- 6=positive outlook and I will have rebuilt my life and got over most of the hurdles in my way,
- 7=some improvement and some forward movement but not much change, just a little happier and driving license back,
- 8=clear of trouble and/or punishment and free to travel,
- 9=a lot more settled,
- 10=a lot happier,
- 11=a lot better than it is now,

Hope positive

- 12=hopefully a lot better and more successful,
- 13=hopefully a lot more money,
- 14=hopefully have a nice car, job, go on holidays,
- 15=hopefully a peaceful life,
- 16=hopefully living a happy life somewhere else,
- 17=hopefully have kids and married, fulltime job, don't do drugs anymore, only occasional drink,
- 18=hopefully have a job,
- 19=hopefully brilliant,
- 20=hopefully I'll be driving a Ferrari... no it's going to be brilliant, yeah I will be living the life that I should be whether it's with money or not,

Don't know but hope positive

- 21=don't know but hopefully happy and stress free,
- 22=don't know but hopefully have my own house,

Limited visualisation

- 23=starts saying nice car, then starts talking about dad's assets, then says wants to move away for fresh start,

No visualisation

- 24=doesn't know and shakes head pessimistically,
- 25=can't visualize the future/don't know/ I can't see that far ahead,

Morose visualisation

- 26=totally different hopefully, hopefully I won't be living like this, but I said that 10 years ago,
- 27=dead cos of dangerous job, but if manages to survive life will be the same as now only without the probation,
- 28=If I make it I don't know, I hope I'm not offending by then,
- 29=don't know how long I'll live, Gods in control, but it will be amazing after years of waste drinking as God will repay me as long as I stay off drink,
- (missing values: 30=participant not asked)

207 variable – Whether s/he has experience of creating change (expcha)

- Outline of Question: What changes have you ever made already in your life?
- Categories:

No change

- 1=made no changes of any kind,
- 2=don't know,

Volatile change

- 3=tried to give up drinking a few times, gone to counseling a couple of times,
- 4=ebbed and flowed backwards and forwards,

Improving change

- 5=has made improving changes,

Neutral change

- 6=has made neutral or unspecified changes,

Accepted Help

- 7=accepting help from services,

Undoing negatives

- 8=reduced/stopped substance abuse,
- 9=stopped substance abuse and stopped spending time with those who are a bad influence,
- 10=taking responsibility for what I've done,
- 11=stopped offending,
- 12=growing up and learning to treat others with respect,
- 13=stopped what I was doing, just turned myself around basically, sat down and thought about what I was doing,
- 14=get rid of my child/ren's dad out of my life,

(missing values: 15=participant not asked)

208 variable – What helped create change (helpcha)

- Outline of Question: What helped you with those changes?
- Categories:

207.3-14

Self

- 1=self,
- 2=getting off my arse or trying to get on with life and do things for myself,
- 3=my determination,
- 4=doing things for myself, trying to get on with life,
- 5=nothing helped I just didn't want to live like that or be like that anymore,

Others

- 6=child/ren and/or grandchild/ren,
- 7=people around me and my own determination and wanting to change,
- 8=family or family members,
- 9=advice from family and friends and knowing that I need to do it myself,
- 10=spouse/partner and family,
- 11=spouse/partner and work,
- 12=spouse/partner,
- 13=god,

Consequences

- 14=realising that if you bang your head against the wall, it doesn't really get you anywhere,
 - 15=I keep getting caught,
 - 16=being given a last chance,
 - 17=everything that happened as part of and as a result of the offence,
 - 18=having been treated badly it made me think and I now want to treat others with respect,
 - 19=realizing it's a waste of money and social services and my child/ren,
 - 20=fear of not being able to see my child/ren and wanting to be a better, fitter, healthier person for my child/ren,
 - 21=probation services and/or courses and/or staff,
- (missing values: 22=participant not asked)

209 variable – His/er perceived role in creating change (rolecha)

- Outline of Question: What do you think your role was in that change (or the lack of it)?
- Categories:

208.1-21 & 207.3-14

- 1=myself,
 - 2=the main part because I had control of everything, whether to change or not,
 - 3=a big role,
 - 4=all the role was mine all mine, it's my decisions,
 - 5=to protect myself and my child/ren,
 - 6=my strong will and being a good provider and working,
 - 7=my partner and I both wanting to be together,
 - 8=needing/wanting/deciding to do it,
 - 9=I've changed or changing or trying to change,
 - 10=realizing things about self that s/he wanted to change,
 - 11=saying no to wrong choices,
 - 12=self discipline/self control/making self do it,
 - 13=finally understanding his/er own problems and having the authorities impress upon him/er the impending consequences of not resolving them while giving him/er a chance to do so,
 - 14=admitting responsibility and/or fault,
 - 15=becoming stronger and more determined,
 - 16=just knowing,
 - 17=I was the positive driving force behind it to be honest,
 - 18=may have had help from other people but it was me deciding, guiding the decision through, implementing it, making the application, asking for advice,
- (missing values: 19=participant not asked, 20=understanding unclear)

210 variable – Current sense of change (currcha)

- Outline of Question: Do you feel your life is changing at the moment?
- Suggested Answers: Yes/No
- Categories:

- 1=yes,

2=hopefully,
3=slowly or in small ways,
4=my life goes up and down,
5=it will do when circumstances change,
6=no,
(missing values: 7=participant not asked)

211 variable – Explanation of current sense of change (expurcha)

- Outline of Question: How?
- Categories:

210.1-3(yes)

Negative Direction

1=it's getting worse with all this hanging over me and getting in my way,

Positive Direction

2=in a good way or moving forward or quite well at the moment,

Just living

3=I'm travelling, things like that, growing up, life's changing, feels really positive,

4=trying to live by myself and do things for myself,

5=getting better, more positive, looking for jobs, getting by,

Domestic

6=selling house and getting divorced,

7=family,

8=happier and happy spending more time with my family and child/ren,

9=new home life with new partner/spouse,

10=got rid of abusive partner/spouse so my kids and I are now safe and able to do things,

Undoing negatives

11=stopped offending and stopped/stopping substance abuse,

12=things are better because I am not waiting for the knock on the door to be arrested now I am not offending,

13=stopped/stopping substance abuse,

14=going out enjoying myself instead of hanging around with antisocial associates doing drugs,

15=before I'd be out all the time fighting, just past it now,

Aging

16=I'm growing up and/or growing out of offending,

Mental health

17=it's just getting better you know, again more positive and no negative thoughts in my head,

Work

18= improving working life and finances through work

(missing values: 19=participant not asked)

212 variable – Sense of breakdown between him/erself and society (senbreak)

- Outline of Question: Do you believe there has been a breakdown between yourself and society?
- Suggested Answers: Yes/No
- Categories: 1=no, 2=between me and some police yes but not between me and society at large, 3=yes to any degree for some or all offending, in the past or now, 4=don't take much notice, (missing values: 5=participant not asked)

213 variable – Explanation of breakdown (expbreak)

- Outline of Question: How did it happen?
- Categories:

212.3

Don't know

1=don't know,

By society

2=because people judge you a lot,

3=because of inequalities in society,

4=because society doesn't understand,

5=because my spouse/partner got raped,

By me

6=my problems caused by me,

7=it was like me against the world and I got depressed and withdrew myself from society before offending,

8=breaking the law/committing crime,

9=getting into arguments with people,

10=substance abuse,

11=ignored society and didn't want to play a part in it,

212.2

By police

12=because some police beat me up,

(missing values: 13=participant not asked)

214 variable – View of need to resolve breakdown (viebreak)

- Outline of Question: Do you believe it must be sorted out?

- Suggested Answers: Yes/No

- Categories:

213.1-11 & 212.3

1=I hope/believe it has already been sorted out,

2=I've got the hang of it now,

3=I'm fixing it or trying to fix it,

4=yes,

5=I think it must be but I've got to get on with my life whether it is or not,

6=no,

7=not sure if it ever will be sorted out,

8=I think it's getting sorted out, (missing values: 9=participant not asked or not relevant to ask)

215 variable – View of the entitlement of others to protection from his/er offences (protoff)

- Outline of Question: Do you think people, businesses, society are entitled to protection from your offences?

- Suggested Answers: Yes/No

- Categories: 1=yes to any degree, 2=it depends on the offence, 3=no, (missing values: 4=understanding not clear, 5=insufficient data, 6=participant not asked)

216 variable – View of his/er ability to guarantee that protection (guarprot)

- Outline of Question: Can you guarantee them that protection or do you need others to enforce it?

- Suggested Answers: Self/others

- Categories:

215.1-2&4-5

1=self or or de facto statement of self eg will not reoffend/am not reoffending/yes I can,

2=conditional self, eg I'm confident I can do it

3=can only guarantee when given up/not under the influence of substances,

4=don't know, I think I can do it myself, yeah and no really because it all depends like what offence I commit,

5=I probably could now but would have needed others to enforce it in the past,

6=I believe I won't reoffend but I cannot guarantee it,

7=others or cannot personally guarantee protection or no can't,

(missing values: 8=participant not asked, 9=insufficient data or understanding unclear)

217 variable – Explanation of that guarantee (expguar)

- Outline of Question: How would you protect them from yourself if you decided to commit another offence?

- Categories:

1=by just not offending/I wouldn't offend/reoffend,

2=by stopping myself when I start to offend,

3=by talking about and reporting myself after the offence,

4=by not going out and my offences are very rare anyway and it's only when other people provoke me,

5=keeping myself away from that place/person/situation,

6=by telling authorities I'll offend if I don't get help, it'd then be their fault if I did offend if they didn't help me,

7=death sentence,

8=I wouldn't put them into that situation, I'd keep that situation away from everything,

9=don't know,

10=I don't know they'd have to protect themselves really,

11=by not drinking,

12=by paying for any damage I caused,

13=I'd walk away, I'd get away from everyone,

14=putting me in prison,

15=I suppose warn them, but if what they've done is bad enough then no warning's necessary, they know what's coming to them,

(missing values: 16=understanding unclear, 17=in audible, 18=participant not asked)

218 variable – What s/he might do if s/he found s/he didn't know how to do something (ifnotkno)

- Outline of Question: If you wanted to do something and you didn't know how to go about it, would you.....?

- Suggested Answers: Ask for advice and help

Give up on doing it

Try out different ways of doing it

Get frustrated and angry

- Categories:

Positive

1=ask for advice and help,

2=try out different ways of doing it first and then if it doesn't work obviously I'd ask for advice and help,

3=try out different ways of doing it,

4=ask for advice and help and try out different ways of doing it,

5=none of the choices. I would just get on with it,

Negative

6=get frustrated and angry,

Mixed

7=ask for advice and help, then try out different ways of doing it, then give up on doing it, then get frustrated and angry,

8=ask for advice and help and try out different ways of doing it and get frustrated and angry,

9=try out different ways of doing it and get frustrated and angry and might sometimes ask for advice and help,

10=ask for advice and help and get frustrated and very angry,

(missing values: 11=participant not asked)

219 variable – Belief in his/her awareness of warnings/risks (awawr)

- Outline of Question: Do you think you are aware of the warning signs and high risk situations that could alert you that you are about to offend again?

- Suggested Answers: Yes/No

- Categories: 1=yes, 2=it's a blink decision/I don't think about it in advance, 3=no direct answer but says will never reoffend, 4=no,

(missing values: 5=participant not asked)

220 variable – Explanation of warnings/risks (expwr)

- Outline of Question: What are they (what warning signs)?

- Categories:

1=hostile/alienated/anger/frustration/annoyed/temper/agitated and/or loss of normal self like weirdness/flipping/twitchiness/hot and sweaty,

2=excited feeling or feelings like feeling daring or invincible or need for adrenalin otherwise get bored,

3=I just know or just feel it,

4=when I am with people who are a bad influence,

5=substance abuse,

6=there are no warning signs I just do it,

7=losing my temper or giving up,

8=something in my mind will just say, I want that,

9=bored, feeling adrenalin rise and seeing others with something I want,

10=losing my family and being homeless again,

11=crowded venues, people shouting, other arguments going on,

12=becoming negative, stopped mixing with people, stopped going out, withdrew, stayed at home, went on chatrooms,

13=getting in my car to drive if there was an emergency,

14=it depends if you're stuck in a tight situation, if like something's going on it's like not legal and you're stuck there,

15=changed our ethos and attitudes at work to prevent reoffending,

16=I don't know so hopefully find out on courses but I know drinking is not a good idea, I need to stay away from it,

17=I wouldn't let myself get in a state where I would offend,

(missing values: 18=participant not asked)

221 variable – Action to protect against offending (actprot)

- Outline of Question: What do you do to protect yourself from them?

- Categories:

220.1-17

1=distract self and turn to friends,

2=leave situation and/or walk away,

3=I can sense it when it's going to kick or... so I leave err venues earlier than what I used to do,

4=positive thought and leave situation,

5=avoid people who are a bad influence,

6=sometimes/try/if I can I leave situation/walk away,

7=keep/try and keep occupied/busy,

8=just walk away, I probably won't get myself in that situation anymore,

9=keep taking medication and try and be normal,

10=cut down or avoid drink/drugs,

11=be determined,

12=tell the voices in my head to go away,

13=changed our ethos and attitudes at work to prevent reoffending,
14=think of my child/ren and of nice thoughts,
15=don't go out and commit crime, got myself a job,
16=reinforce a positive outlook, tell self to snap out of it, ask support network of friends and family to support him/er,
(missing values: 17=participant not asked)

222 variable – Assessment of efficacy of that action (effect)

- Outline of Question: Does that work?
- Suggested Answers: Yes/No
- Categories:

221.1-16

1=yes, 2=sometimes/varies/depends, 3=no, (missing values: 4=participant not asked)

223 variable – View of whether his/er emotional state effects offending (effemo)

- Outline of Question: If I said that research suggested offenders tend to get into a negative emotional state just before they start to offend again, would you think that was relevant for you?
- Suggested Answers: Yes/No
- Categories: 1=yes to any degree or at any time, 2=no or says irrelevant to him/er, 3=my offence was a one off incident, (missing values: 4=participant not asked, 5=insufficient data, 6=inaudible)

224 variable – View of whether his/er frustration/anger/pessimism effects offending (effdap)

- Outline of Question: If I said that research suggested frustration and anger and pessimism may start to rise before a new offence is about to be committed, would you think that was relevant for you?
- Suggested Answers: Yes/No
- Categories: 1=yes to any degree or any part or at any time or implied yes at some time or in some situations or sometimes, 2=no or says irrelevant to him/er, (missing values: 3=participant not asked, 4=inaudible)

225 variable – View of whether drugs/alcohol effects his/er offending (effda)

- Outline of Question: If I said that research suggested increased use of drugs or alcohol may happen before a new offence is about to be committed, would you think that was relevant for you?
- Suggested Answers: Yes/No
- Categories:
1=yes to either or both alcohol and/or drugs,
2=(pause) No I don't think so,
3=not anymore, but previous link to criminal behaviour acknowledged/implied to either or both,
4=no,
5=I don't do drugs, I don't drink much, no link to criminal behaviour claimed,
(missing values: 6=participant not asked, 7=inaudible)

226 variable – View of what will lead him/er back to offending (backoff)

- Outline of Question: What do you think will lead you back to offending?
- Categories:

Nothing identified

- 1=don't know,
- 2=don't want to contemplate it or say it,
- 3=don't know I suppose... hopefully I won't,
- 4=unforeseen circumstances,
- 5=don't know, I'm not going to reoffend,
- 6=nothing or I am not going to reoffend,
- 7=I don't think anything would now/there's no reason I can think of that I would now/not at all really/nothing really,

Something identified

- 8=arguments,
- 9=going out and abusing substances,
- 10=if I lost everything like partner/spouse and family,
- 11=substance abuse,
- 12=bad influence of others,
- 13=no work, no money, no contact with my kids,
- 14=things not being good in my life or personal problems,
- 15=if I lost/split from my partner/spouse,
- 16=substances abuse and antisocial associates,
- 17=getting back with my expartner,
- 18=if I lost my family,
- 19=getting depressed, losing self esteem,

229

20=having no money,
(missing values: 21=participant not asked)

227 variable – View of what reaction might stop him/her offending (reacstop)

- Outline of Question: What reaction to your offences would be most likely to stop you doing it again?
- Categories:

Personal Consequences or Loss

1=being separated from my child/ren,

Personal Consequences

2=fear of rejection by family and friends,

3=just don't need the trouble,

4=not wanting to feel bad,

5=disgust and disapproval of family, friends and victim,

Positive Intervention

6=people intervening to physically prevent me committing an offence,

7=having people around me showing me they're loving and people telling me if I do it again I could end up in prison,

8=ignore me,

9=people talking to me and giving me advice,

10=seeing hurt/upset caused,

Justice Consequences/Positive Intervention

11=talking with my probation officer and seeing the victims side of it and it puts it into perspective, it's shocking,

12=seeing someone suffer badly or getting caught,

Justice Consequences

13=the sentence/process I received,

14=concern about what kind of sentence I would get if I was convicted of doing it again,

15=thinking about what would happen to me,

16=getting caught,

17=locking me up in prison or a long/longer prison sentence,

18=chop my hands off,

Justice Consequences /Personal Loss

19=getting arrested and locked up in a cell or being separated from spouse/partner and losing my job, losing everything,

No ideas

20=don't know,

21=nothing could stop me if I wanted to do it/was in the mood to do it,

22=wouldn't do it again/not going to do it again,

23=don't want to contemplate it,

(missing values: 24=inaudible, 25=participant not asked, 26=understanding unclear)

228 variable – View of alternatives to his/her punishment (altpun)

- Outline of Question: What other way could your offences have been dealt with effectively instead of punishing you?

- Categories:

No or nominal or street Punishment

1=asking me why I committed the offences instead of just putting me away,

2=just letting me go would have stopped me reoffending because I wouldn't have had to sit around all day in court,

3=preventative measures like educating young people about the consequences of getting involved in drugs and crime and the snowball effect of one crime leading to another, while also decriminalizing drugs to prevent it starting the snowball rolling,

4=punish the right people not him/her who was innocent,

5=by the time I was sentenced I had already turned my life around for several years so my prison sentence was out of date and there should be a way to reflect that in sentencing,

6=one on one with alleged victim to sort it face to face without punishment to prevent alleged victim vandalizing my van,

7=could have been given more points on my license but not a ban and certainly not such a long ban,

8=sit down and talk with me and then they would understand,

9=beat me up,

10=could have been sorted out with someone stepping in and saying right, you did that, you're a prat, shake on it and go on your way,

11=counseling,

Existing Punishment

12=de facto having had dealings with the police which s/he doesn't want to have to again as wants to get on with his/her life,

13=same punishment but without the fine,

14=endorses the punishment s/he received,

15=s/he can't think of an alternative punishment/no alternative/don't know/I don't think there was/can't think of another way,

16=offences need to be punished/punishment is probably the best way/I needed to be punished/punishment assists learning,

17=probation and booster courses not prison,

(missing values: 18=participant not asked)

229 variable – View of effect of punishment upon his/er cooperation with society (effpun)

- Outline of Question: Does punishment make you more or less likely to cooperate with society?
- Suggested Answers: More / Less
- Categories:

1=more,

2=less,

3=neither/no difference,

4=making me feel I am worth the trouble of helping made me feel more like cooperating,

5=it depends on the type of punishment,

6=it's in between I mean you've got to take it on the chin haven't you if you've done wrong,

(missing values: 7=no clear understanding, 8=inaudible, 9=participant not asked)

230 variable – Effect on offending if crime was known as 'failure' instead (efffail)

- Outline of Question: What if 'crime' was called 'failure' instead of crime? For example, if I said that "By offending you showed you were a failure" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

- Categories:

Using failure would put me off offending

1=put me off offending,

2=probably put me off offending,

3=might put me off offending because no one wants to be a failure,

4=it would really/probably put me off because it would really hurt/be more hurtful/sink in more to be called a failure,

5=put me off offending because I believe that's true, I think offending is failure isn't it,

Neutral to offending

6=made/make me feel worse about myself,

7=would not put me off offending,

8=don't know,

9=considers this question irrelevant to him/er and his/er situation,

10=there is no difference between calling it crime or failure,

Feels like a failure to have offended

11=I already feel like that about my offence so it doesn't apply to me, but good for those who take glory, or habitual offenders who relish a life of crime and who feel it has some worth,

12=feels like it was a failure to have done it,

Calling offending crime is worse than failure

13=don't know if it would put me off or not but don't want to be classed as a failure, but being classed as a criminal is worse,

14=some things are crime, they're not failures, they are too serious to be just failures, they're crimes,

Using failure makes me more likely to offend

15=feeling like a failure made/would make me offend in the first place and to reinforce that by calling me a failure would made/make me feel worse about myself,

16=make me more likely to offend because it could make me feel worse about myself,

17=make me feel angry and anyway feeling like a failure made/would make me offend in the first place,

18=make me more likely to offend,

19=it would just make you... you'd be a criminal for the rest of your life,

20=feeling like a failure made/would make me offend in the first place and would make me more likely to offend again,

Nothing would put me off

21=when abusing substances it doesn't matter what it is called,

(missing values: 22=insufficient or unclear data, 23=participant not asked)

231 variable – What could crime be known as to put him/er off offending (whateff)

- Outline of Question: What could it be called that might put you off offending?

- Categories:

Endorses using failure

1=endorses failure saying says failure is a powerful enough word or a good word or I'd hate to be called a failure,

Don't know

2=don't know or can't think of anything or there isn't anything,

Endorses using crime/offending

3=nothing else really, its just crime so call it that or offending is offending or crime's a good enough word,

4=got child/ren and know what offending is cos their dad always in and out of prison, that's an offender, I don't want that perception of me,

Provides own naming suggestion

5=something you don't want to be called like a druggie,

6=call it a 'wrong',

7=something negative that carries nothing but negativity, no glory in it, and specific to specific crimes eg rapist or paedophile,

8=being called a low life,

9=saying I was letting people down and hurting people would've helped me realize I was hurting the victim and help stop me,
10=every crime has a different name so I just suppose depending what crime,

Action not naming is what matters

11=using criminals as guinea pigs for medical experiments instead of using innocent animals,
12=the thought of going to prison is what puts me off,
13=I don't know what to call it, but what matters is getting people onto courses to tackle their problems,

Using names makes me more likely to offend

14=using derogatory words wouldn't put me off, it would just put my back up,

Nothing would put me off

15=couldn't call it anything that would put me off,
16=it wouldn't matter what it was called because all that mattered was that I was gaining from crime,
17=I don't think it matters what it's called really, people are still going to do it,
18=it wouldn't matter what it was called because I was on abused substances,
(missing values: 19=inaudible or insufficient, 20=participant not asked)

232 variable – Effect on offending if crime was known as 'weakness' instead (effweak)

- Outline of Question: What if 'crime' was called 'weakness' instead of crime? For example, if I said that "By offending you showed you were weak" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

- Categories:

Using weakness would put me off offending

1=put me off offending or de facto put me off offending,
2=probably put me off offending,
3=it might put me off, it can be a sign of weakness,
4=put me off offending because offending is a weakness,
5=weak is suitably negative,
6=yeah maybe yeah, failure, weakness, it's all the same sort of thing,
7=I'd want to show people that I'm not weak by stopping offending, do it right, show everyone that I'm not weak, that's all I can do,

Neutral to offending

8=would not put me off offending,
9=it would just aggravate or undermine or provoke people to call them weak,
10=I don't see it as effective or as ever happening but I suppose it might put me off but you'd just get people saying a weakness was it, I took five coppers out, knocked the shit out of them and then you're calling it a weakness,

Feels like a weakness to have offended

11=feels like it was weak to have done it,

Calling offending crime is worse than weakness

12=don't know if it would put me off or not but don't want to be classed as weak, but being classed as a criminal is worse,
(missing values: 13=participant not asked, 14=understanding unclear, 15=inaudible or incomplete)

233 variable – Effect on offending if crime was known as 'causing harm' instead (effharm)

- Outline of Question: What if 'crime' was called 'causing harm' instead of crime? For example, if I said that "By offending you caused harm" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

- Categories:

Using harm would put me off offending

1=it would put me off offending and make me realize what I was doing,
2=put me off offending,
3=might put me off offending,
4=would put me off cos I would certainly not like to be described as somebody who causes harm to other people, I would feel that did not reflect who I am,
5=if it was causing harm it would put me off,
6=it would put you off if you agreed what you had done was actually harmful,

Neutral to offending

7=offences don't always cause harm,
8=would not put me off offending,
9=I knew it could have or did cause harm when I did it,
10=whatever you call it is all the same,
11=whatever way you say it is going to put me off,

Using harm makes me more likely to offend

12=some people want to cause harm,

Nothing would put me off

13=it might put me off offending, but when you are abusing substances you don't care about anything but those substances,
14=it wouldn't matter what it was called because all that mattered was that I was gaining from crime,

(missing values: 15=inaudible or incomplete or unclear, 16=participant not asked)

234 variable – Belief in whether s/he has been wronged in his/her life (wronged)

- Outline of Question: Do you think you have been wronged by others in your life?
- Suggested Answers: Yes/no
- Categories: 1=no or not really, 2=some/a few times, 3=yes, 4=yes lots or 100%, (missing values: 5=participant not asked, 6=inaudible or incomplete or unclear)

235 variable – Belief in whether s/he has wronged others in his/her life (wrongoth)

- Outline of Question: Do you think you have wronged others in your life?
 - Suggested Answers: Yes/no
 - Categories:
 - 1=no,
 - 2=not intentionally badly I don't think but probably yeah,
 - 3=I made a wrong decision,
 - 4=when I committed the crimes,
 - 5=my family, caused tremendous upset to my family, need five year game plan to sort things out with them if they'll let me,
 - 6=hesitant yes,
 - 7=neutral yes/yes I have,
 - 8=emphatic yes,
- (missing values: 9=participant not asked)

236 variable – Belief in whether s/he is a criminal or a victim (crimvic)

- Outline of Question: Where do you lie on a scale between criminal and victim, where 1 is criminal and 4 is victim?
- Categories:

Criminal

1=criminal (ie unmitigated 1 or 1.5),

Criminal-sided

2=mostly criminal but a bit victim (ie 2),

6=1, I was a criminal,

7=used to be a 1 but now neither,

Neutral

3=fifty fifty/both/in the middle (ie 2.5),

8=neither,

9=I'm not really a criminal, I've just done stupid things, shoplifting and stuff like that, and I ain't a victim so I don't know, 1 or 2,

10=1 because I am a criminal because I've been done for that,

Victim-sided

4=mostly victim but a bit criminal (ie 3 or 3.5),

Victim

5=victim (ie 4),

(missing values: 11=participant not asked)

237 variable – View of his/her needs to be sorted out to prevent his/her reoffending (needs)

- Outline of Question: What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?
- Categories:

Needs

1=get self back on track and working,

2=don't know, get a job really, get me motivated, get me something to do,

3=substance use,

4=anger,

5=just want to sort myself out really, just be there for my kid and make some money,

6=substance abuse and boyfriend issues,

7=need others to watch me to stop me doing wrong,

8=driving licence,

9=get and stay on the straight and narrow,

10=improve self esteem and pride especially through getting a job and friend and family relationships,

11=counseling,

12=stable relationship and job,

13=substance abuse and waking up to realise what I'd done,

14=I have stopped, got rid of all the people that were a negative influence,

Needs unspecified

15=I no longer need to offend, I hope that I've dealt with everything to stop me re-offending,

16=I've got what I need to stop offending, I don't intend to offend again,

Needs unacknowledged

17=denied existence of needs,

18=I'm not going to offend again/stopped offending,

19=I will stop offending by myself now. I'm old enough and wise enough to know I can stop offending,

20=not relevant to me,

21=I'm just so positive I'm not going to offend so I don't know if I can answer that one you know,

22=don't know,

(missing values: 23=participant not asked, 24=insufficient answer)

238 variable – Intentions for meeting those needs (needsmet)

- Outline of Question: How are you going to meet those needs?

- Categories:

237.1-14

1=do it with an active suggestion,

2=stop doing it with an abstaining suggestion,

3=try to do it with an active suggestion,

4=try to stop doing it with an abstaining suggestion,

5=getting help,

6=through probation,

7=I've woken up and it wasn't nice and I'm getting control of my drinking which was numbing me,

8=count to 10 if I get angry,

9=believes s/he will just grow out of it even though s/he says nothing has changed, but says will discuss with probation if it gets worse,

10=not sure because I'm always so busy to get anything done,

(missing values: 11=insufficient answer, 12=participant not asked)

239 variable – Belief in whether s/he has choice over his/her actions (choiaact)

- Outline of Question: On a scale of 1-4, to what extent do you make choices about your life or do circumstances dictate what you do?

- Categories:

Choice

1=I have complete choice (ie 1),

Mostly Choice

2=I mostly have choice (ie 2),

Fifty Fifty

3=fifty fifty/halfway/middle (ie c2.5),

Circumstances Mostly Dictate

4=circumstances mostly dictate what I do (ie 3 or 3.5),

Circumstances Dictate

5=circumstances dictate what I do (ie 4),

6=at the time it was a 4 because of substance abuse, now it's a 2,

7=there's always a choice but circumstances dictated what happened to me, I didn't have a choice in it so I'd say 1 and 4,

(missing values: 8=participant not asked)

240 variable – View of his/her offences (viewoff)

- Outline of Question: What do you think best describes the offences you have been punished for?

Reject				Reason			
Impact	Condemn	Wrong	Accidental	Desperate	Need	Living	Pleasure
5 Harms	10 Evils 11 Badnesses	1 Crimes 3 Unwanted actions*	4 Mistakes 6 Foolishnesses	2 Troubles* 13 An act of frustration	9 An act of necessity 15 A way of expressing yourself and how you feel	7 A way of life 8 A way to earn a living** 14 A normal part of growing up normal	12 A bit of fun

* 'troubles' and 'unwanted acts' from A Suitable Amount of Crime (Christie 2004)

** Responses that related to 'A way earn a living' were examined in the Work And Advancement Section of the Advancement Chapter

Order measuring rejection of offending by level of responsibility and reason for it by level of drive	
1 st	Understanders; includes Impact (with detail of reason going higher, followed by detail of rejection)
2 nd	Moralisers; includes Condemnation (with inclusion of 'crimes' going higher, followed by force of reason, followed by absence of mistakes, followed by force of reason)
3 rd	Rejecting Set-asiders; includes Unwanted Actions (with inclusion of 'crimes' going higher, followed by absence of mistakes, followed by absence of foolishnesses, followed by force of reason)
4 th	Matter-of-fact Set-asiders; includes Crimes (with absence of mistakes going higher, followed by absence of foolishnesses, followed by force of reason)

5 th	Excusing Set-asiders; includes Accidental (with absence of mistakes going higher, followed by force of reason)
6 th	Ignoring Set-asiders; absence of any rejection (with force of reason going higher)
7 th	Undiscriminisers; includes all

reject	reason
5 Harms (impact I) (reject)	2 Troubles (desperate D) (reason) 13 An act of frustration (desperate D) (reason)
10 Evils (condemn C) (reject) 11 Badnesses (condemn C) (reject)	9 An act of necessity (need N) (reason) 15 A way of expressing yourself and how you feel (need N) (reason)
1 Crimes (wrong W) (reject) 3 Unwanted actions (wrong W) (reject)	7 A way of life (living L) (reason) 8 A way to earn a living (living L) (reason) 14 A normal part of growing up normal (living L) (reason)
4 Mistakes (accidental A) (reject) 6 Foolishnesses (accidental A) (reject)	12 A bit of fun (pleasure P) (reason)

reject				reason			
5, Impact	10, 11, condemn	1, 3, wrong	4, 6, accidental	2, 13, desperate	9, 15, need	7, 8, 14, living	12, pleasure
What do you think best describes the offences you have been punished for?							
Order No	Par No	OGRS Score	Content		Work References; **A way to earn a living		
			reject	reason			
1	5	M	5, 10, 11, 1, 6, maybe4,	definitely13, someways15, 8, maybe7, maybe12,	8 A way to earn a living		
2	34	H	5, 10, 11, 4, 6,	2, 9, 15, 8,	8 A way to earn a living		
3	36	H	5, see photos of one person I got hold of 10, it is evil, it's horrible what I've done 1, shouldn't've done it 4, 6,		NOT SELECTED 8 A way to earn a living		
4	37	M	5, fluctuation between 10 and 11, 1, 3, 4, 6,		NOT SELECTED 8 A way to earn a living		
5	25	L	5, 11, 1, 3, 4, 6		NOT SELECTED 8 A way to earn a living		
6	17	H	11, 1, 4, 6,	2, 13, 8,	8 A way to earn a living		
7	19	N/A	11, 1, 4, 6,	7, 8,	8 A way to earn a living		

8	31	L	10, because 1 and 10 are the worst words and I was looking for the worst words, 1,		NOT SELECTED 8 A way to earn a living
9	27	H	10, 11, 6,	13, 9,	NOT SELECTED 8 A way to earn a living
10	30	H	11, 6,	13,	NOT SELECTED 8 A way to earn a living
11	33	N/A	10, 11, 4, 6,	13, 7, 8, 14, 12,	8 A way to earn a living
12	20	N/A	1, 3 6,	2, mainly9, sometimes15, 14,	NOT SELECTED 8 A way to earn a living
13	13	L	1, 3, 4, 6,		NOT SELECTED 8 A way to earn a living
14	22	L	3,		NOT SELECTED 8 A way to earn a living
15	3	M	3, 6,		NOT SELECTED 8 A way to earn a living
16	26	N/A	3, 4,	2, 8,	8 A way to earn a living

17	16	L	3, 4,	13,	NOT SELECTED 8 A way to earn a living
18	1	H	3, 4,		NOT SELECTED 8 A way to earn a living
19	7	H	1,	7,	NOT SELECTED 8 A way to earn a living
20	12 14	H H	1,		NOT SELECTED 8 A way to earn a living
21	8	N/A	1, 4, 6,	13, because pissed off with everything	NOT SELECTED 8 A way to earn a living
22	6	M	6,	9, 8,	8 A way to earn a living
23	35	H	4,	2, 13, 8,	8 A way to earn a living
24	10	M	4,	2, 13,	NOT SELECTED 8 A way to earn a living
25	23	H	4,	13,	NOT SELECTED 8 A way to earn a living
26	28	L	4,	8, I was earning a living at the time when I made the mistake	8 A way to earn a living
27	4	M	4,		NOT SELECTED 8 A way to earn a living
28	15	M		13, 15,	NOT SELECTED 8 A way to earn a living
29	32	L		13, 7,	NOT SELECTED 8 A way to earn a living
30	2	N/A		2,	NOT SELECTED 8 A way to earn a living
31	24	N/A		15,	NOT SELECTED 8 A way to earn a living
32	11	N/A		7, 8, 12,	8 A way to earn a living
33	9	N/A	5, all 10, 11, All 1, 3, all 4, 6, all	2, 13, all 9, 15, all 7, 8, 14, all 12, all	8 A way to earn a living
34	18 21 29	missing	missing		

(missing values: 34=participant not asked)

241 variable – Degree of harm s/he believes s/he has caused in her life (harmcau)
 - Outline of Question: What harm do you think you have caused in your life?

- Suggested Answers: lots / a bit / not much / none
- Categories: 1=lots, 2=a bit, 3=not much, 4=not much til this offence, 5=none, my offence was a one off harm, 6=none, 7=a lot of good and a lot of harm, (missing values: 8=participant not asked)

242 variable – Degree of relative harm s/he believes s/he has caused in her life (relharcau)

- Outline of Question: Do you think you have caused more / less / the same amount of harm as others have caused to you?
- Suggested Answers: more / less / the same amount of harm as others have caused you
- Categories:
1=more, 2=the same amount, 3=less, 4=can't compare,
(missing values: 5=participant not asked, 6=insufficient data, 7=inaudible)

243 variable – Specifying the harms s/he believes s/he has caused (specharm)

- Outline of Question: What are the things you have done that you think are harmful to others?
- Categories:

Offences

- 1=my crime(s)/offence(s),
- 2=fighting,
- 3=shoplifting,
- 4=stealing, fighting, being hurtful,
- 5=selling drugs, feeding someone's habit, someone's bad habit, I was just as bad as them,
- 6=crimes of fraud, sexual grooming, breach of SOPO and trust, impact on friends and family of my crime and prison,
- 7=fraud,
- 8=taking belongings,
- 9=took prize possessions and people can't sleep knowing could happen again and they could be watched sleeping,
- 10=a lot, hitting, robbing, smashing something up that's not mine, a lot of things,
- 11=hit people,
- 12=the worse thing I did, I tried suffocating my ex partner and she passed out,
- 13=hit people and been aggressive,
- 14=beat people up,
- 15=I batter people to the extreme, I've hurt people, I've hurt people to the extreme,
- 16=hurt people physically,
- 17=attacking,
- 18=nothing, I only hit my sister,
- 19=robbed money off my dad,
- 20=insulting, swearing, hitting, that sort of thing,

Nonoffences

- 21=I wasn't the best husband in the world but I got married young,
- 22=let down my family/let down others,
- 23=lied,
- 24=saying bad things to people,
- 25=upset to child and parents, I've never done it before and it was the thought of my daughter and parents finding out,

Younger

- 26=been a bit of a pain in the arse when I was younger, Just getting in trouble at school and stuff,
- 27=when I was younger I used to burgle houses, that's about it,

Nothing

- 28=nothing to others, only harmed myself with my actions,
(missing values: 29=participant not asked, 30=unclear)

244 variable – Degree of harm s/he believes has been caused to him/er (cauharm)

- Outline of Question: What harm has been caused to you in your life?
- Suggested Answers: lots / a bit / not much / none
- Categories: 1=lots, 2=quite a bit, 3=a bit, 4=in the middle between a bit and not much, 5=not much, 6=none, (missing values: 7=participant not asked)

245 variable – Degree of relative harm s/he believes has been caused to him/er (relcauhar)

- Outline of Question: Do you think others have caused you more / less / the same amount of harm as you have caused them?
- Suggested Answers: more / less / the same amount of harm as you have caused them
- Categories:
1=more, 2=the same amount, 3=varies, 4=don't know, 5=erm, not more, I'd say less, 6=less,
(missing values: 7=participant not asked, 8=insufficient or unclear data)

246 variable – Specifying the harms s/he believes s/he has been caused (harmspec)

- Outline of Question: What are the things others have done that you think are harmful to you?

- Categories:

Violence

- 1=beaten me,
- 2=fighting,
- 3=been assaulted, people have been aggressive to me and unfriendly,
- 4=six years with domestic abuse and not having a very supportive family,
- 5=been stolen from and got beaten up three times,
- 6=child abuse, someone raping my partner, loads of things,
- 7=rape,
- 8=physical and mental abuse from my exspouse/partner,
- 9=beatings and threats from my father,
- 10=have been bottled in the face,
- 11=assaulted,
- 12=domestic abuse including beaten black and blue, torched, had a gun held to my head, lots done to me, I just didn't know how to cope with life and found drugs,

Turmoil

- 13=I think the thing I've suffered very much, I've been bullied a lot and taken advantage of,
- 14=going behind my back,
- 15=life turned upside down by accusation, horrible things about me in newspaper, computer hacked, harassed,
- 16=not a lot, just the normal family fall outs and stuff,
- 17=not showing me loyalty nor support I need,
- 18=spouse/partner leaving and taking the child/ren,
- 19=someone ran off with my wife twice,
- 20=saw people top selves, mental stuff in care, approved schools, borstals, gays, lived alone, coped alone,
- 21=bad mouthing and staring,

Nothing

- 22=nothing/nothing really/nothing I can think of,
- 23=lists the things that haven't been done to him/er and says that therefore he has not done those things to others,
- 24=doesn't want to talk about it,

Justice

- 25=judged me,
- 26=sending me to jail,
- (missing values: 27=inaudible, 28=participant not asked)

247 variable – Desire to punish those that have harmed him/er (despun)

- Outline of Question: Do you want to punish them for the harm they have caused you?
- Suggested Answers: Yes/no
- Categories:

- 1=no they have already had a hard enough time,
- 2=no,
- 3=sometimes I do but then I just think to myself I'm grown up now, it's like all in the past so,
- 4=no hopefully fate will punish them,
- 5=wanted to in the past,
- 6=yes to any degree,
- 7=I have punished them,
- 8=no, I've forgiven them. God wants us to forgive others,
- 9=yeah I'd like to but I'd be put back in jail,
- 10=no, I just don't see them,
- 11=no, other things comfort me,
- 12=no, but the assault was to punish them,
- (missing values: 13=inaudible, 14=participant not asked)

248 variable – View of his/er life (viewlife)

- Outline of Question: What do you think is the best way to describe your life?

List Offered	Subsequent Coding	
Troubled	(Problems) = P = Criminality unacknowledged if without an accompanying Wrong	P=Problem focus in negative situation
Criminal	(Wrong) = W = Criminality acknowledged	W=Negative action in negative situation
Antisocial	(Wrong) = W = Criminality acknowledged	W= Negative action in negative situation

A struggle	(Problems) = P = Criminality unacknowledged if without an accompanying Wrong	P=Problem focus in negative situation
Doing your best in difficult circumstances	(Trying) = T = Criminality unacknowledged if without an accompanying Wrong	T=Trying positivity in negative situation
Playing the system	(Exploitative) = E= Exploiting criminality acknowledged	E=Exploiting positive situation negatively
Going with the flow	(Dependent) = D = Neutral in terms of acknowledgement if unaccompanied	D=Acceptance of situation
A normal growing up	(Ordinary) = O = Neutral in terms of acknowledgement if unaccompanied	O=Acceptance of past
Living life your own way	(Independent) = I = Neutral in terms of acknowledgement if unaccompanied	I=Acceptance of self
Other	Mistake as unoffered self-exempting acknowledgement Any selection Qualified with an unoffered positive	
<ul style="list-style-type: none"> - Order; 1st Criminality acknowledged, 2nd Mistake as self-exempting acknowledgement, 3rd Criminality unacknowledged, 4th Exploiting Criminality acknowledged, 5th Neutral in terms of acknowledgement, 6th Qualified acknowledgement - Within each level the order then 1st Trying focus=T, 2nd Problem focus=P, 3rd Acceptance focus=DOI, 4th Exploitative focus=E - when a normal growing up/doing your best in difficult circumstances is qualified with nothing dysfunctional/criminal or equivalent it is not the criminality that is seen as normal so it is not included in the Ordinary or Trying categories respectively - when criminal acknowledgement is qualified by being undermined then it is not included in the Wrong acknowledgement category 		
Order No	Participant No	Content
1	25	1=in my early life a normal growing up, not dysfunctional, an element of living life my own way and doing my best in difficult circumstances, in recent years a struggle and criminal and troubled, WTPPI
2	5	2=troubled, criminal, doing your best in difficult circumstances, living life your own way, inaudible is a struggle, not playing the system because can't, WTPPI
3	30	3=troubled, antisocial, WP
4	31	4=normal growing up, nothing dysfunctional, a struggle, not in a bad way, with work like, I've worked hard, I just made a bad mistake, * * Work Reference; None suggested so only noted if any volunteered and then considered in Work and Advancement
5	1,6,11,13	5=doing your best in difficult circumstances, T
6	20	6=doing your best in difficult circumstances, sometimes troubled, not so much criminal cos I don't do burglaries or car crime, I just feed my family. Obviously it's still a crime but it's just a struggle, TPP
7	3	7=troubled, a struggle, doing your best in difficult circumstances, TPP
8	23,32	8=troubled, doing your best in difficult circumstances, going with the flow, TPD
9	10	9=a struggle, doing your best in difficult circumstances and going with the flow, TPD
10	9,14,37	10=a struggle, P
11	17	11=troubled, P
12	27	12=troubled, a struggle, PP
13	26	13=troubled and living life your own way, PI
14	19	14=during the time of my offences it was troubled, living life your own way, PI
15	7	15=troubled, playing the system, PE
16	28	16=going with the flow, normal growing up, living life your own way, OID

17	33,4,12, 35	17=living life your own way, I
18	15	18=going with the flow and living life your own way, DI
19	22	19=going with the flow, D
20	8	20=I had a normal growing up, <i>nothing dysfunctional</i> ,
21	16	21=going with the flow and also <i>positive, determined, achiever</i> , D
22	2	22=at the moment <i>my life is on the way up, doing my best, being myself, being the best person I can be</i> , but it has also been troubled and a struggle, PP
23	36	23= <i>up till now</i> troubled, P
24	34	24= <i>at this moment doing my best in difficult circumstances without crime</i> , but before troubled, anti-social, a struggle, going with the flow, living life your own way, playing the system, seemed a normal growing up but it's not, WPPOIDE
25	24	missing
26	18, 21, 29	missing

249 variable – View of cause of his/er offences (viecauoff)

- Outline of Question: Do you think you committed offences because....?

List Offered			Other option given	Subsequent Coding	Coding categories
You had no choice You were desperate You let yourself be led by others You had no other way of earning a living You lost control of yourself You didn't know what to do It's the best way to earn a good living It's an exciting way to live other			it's a way to earn a living	A1	A=abdicated responsibility (1,3,4)
				D2	D=personal difficulties (2,5,6)
				A3	A=abdicated responsibility (1,3,4)
				A4	A=abdicated responsibility (1,3,4)
				D5	D=personal difficulties (2,5,6)
				D6	D=personal difficulties (2,5,6)
				C7	C=personal choice (7,8) + other C9
				C8	C=personal choice (7,8) + other C9
				C9	C=personal choice (7,8) + other C9

Order No	Par No	Content:	Work References;
			4 You had no other way of earning a living 7 It's the best way to earn a good living 9 It's a way to earn a living
1	4 8 16 22 24 31 36	<u>D</u> 1=5,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
2	13	<u>DA</u> 2=frustration and pushed to the limit and it felt like 1 though I know realistically I had a choice, but the situation got out of control, de facto 5,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
3	1 28	<u>DA</u> 3=3, 5,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
4	20	<u>DA</u> 4=1, 2, 3, 5, 6,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
5	2 10	<u>DA</u> 5=1, 2, 5,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
6	14	<u>DA</u>	4 You had no other way of earning a living

		6=2,4,	NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
7	33	<u>DA</u> 7=3,4,5,6,	4 You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
8	17	<u>DA</u> 8=2,3,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
9	23	<u>DA</u> 9=1,5,6,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
10	25	<u>DA</u> 10=2, 5,6 with 3 only so far as pressure from spouse/partner to provide led him/er to offend, says had the choice but implies 1,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
11	27	<u>DA</u> 11=2,4,5,6,	4 You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
12	30	<u>DA</u> 12=1,2,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
13	32	<u>DA</u> 13=1,3,5,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
14	19	<u>DC</u> 14=5,7,	NOT SELECTED4You had no other way of earning a living 7 It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
15	35	<u>A</u> 15=1,3,4,	4 You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
16	9	<u>A</u> 16=varies, including 1 and 3,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
17	3 15	<u>A</u> 17=3,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
18	7	<u>A</u> 18=1,	NOT SELECTED4You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
19	34	<u>DAC</u> 19=2,4,5,6,8, it was just something I was used to, smash a window, go sell something get some money,	4 You had no other way of earning a living NOT SELECTED7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
20	5	<u>DAC</u> 20=2,3,4,5,6, also 7 cos can do what you want when you want, don't have to get up at certain times in the morning, the offence is 8 but getting caught is not because you lose everything,	4 You had no other way of earning a living 7 It's the best way to earn a good living plus cos can do what you want when you want, don't have to get up at certain times in the morning, the offence is 8 but getting caught is not because you lose everything,

			NOT SELECTED 9It's a way to earn a living
21	26	DAC 21=1,2,3,4,8,	4 You had no other way of earning a living NOT SELECTED 7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
22	6	AC 22=4,6 though I probably did have alternatives if I sat back and thought about it but I just went on to earn a living,	4 You had no other way of earning a living Plus though I probably did have alternatives if I sat back and thought about it but I just went on to earn a living, NOT SELECTED 7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
23	11	C 23=9	NOT SELECTED 4You had no other way of earning a living NOT SELECTED 7It's the best way to earn a good living 9 It's a way to earn a living
24	12	C 24=8	NOT SELECTED 4You had no other way of earning a living NOT SELECTED 7It's the best way to earn a good living NOT SELECTED 9It's a way to earn a living
25	18 21 29 37	missing	n/a

(missing values: 25=participant not asked)

250 variable – View of his/her desired life (viedeslif)

- Outline of Question: What would best describe the life you would like?

- Categories: State (1,6,7,8, 9,13), Achievement (2, 4, 5, 10), Negative Effect (3,11,12) NB9top

State (1,6,7,8, 9,13),		Achievement (2, 4, 5, 10),	Negative Effect (3,11,12)
9Loved	1Happy 6Exciting 7Healthy 8At peace 13Fun	2Successful 4Famous 5Rich 10Admired	3Notorious 11Feared 12Envied

List Offered	Subsequent Coding	State	State and Achievement	Achievement	Negative effect
1 Happy	S= State				
2 Successful	A= Achievement				
3 Notorious	N= Negative Achievement				
4 Famous	A= Achievement				
5 Rich	A= Achievement				
6 Exciting	S= State				
7 Healthy	S= State				
8 At peace	S= State				
9 Loved	SP= Prioritised State				
10 Admired	A= Achievement				

11 Feared	N= Negative Achievement		Loved	Happy Exciting Healthy At peace Fun	State and Achievement but with Achievement Unattainable	State and Achievement but with Specific Exclusion of anything they treat implicitly or explicitly as negative or of at least one thing categorized as negative effect	State and Achievement when all 'negative effect' items were left out without specifically referring to them to exclude them	Successful Famous Rich Admired	Notorious Feared Envied specific inclusionsof at least something in this category also always cited with State and Achievement
12 Envied	N= Negative Achievement		when with state only						
13 Fun	S= State			when without Loved					

Variable 250	Participant Number	Content:
1	6	want 1,7 and I mean everybody wants 9 I suppose but it's not... I mean I know I'm loved by my son and that,
2	11	want 1,9,13,
3	23	want 1,9,
4	15	want 8,13,
5	9	want 1,
6	22	want 7,
7	4	want 1,9,13 and I would like 5 but I can't, so mainly 1,
8	2	want 1,2,6,7,8,13, definitely want 9, must resist temptation of 3, 4, 5,10 as make bigheaded when must be humble for God,
9	26	want 1,2,7,9,13, not completely rich, but I'd like to be comfortable,
10	28	want the good ones, 1,2, 5,6,7,8,
11	24	want all except 3, 11,12 and I'd hate to be 4,
12	20	want all except 11,12 which are seen as 'nasty', I already have 9 10,I sort of have 8 already and I'm exciting already, I'm like a big kid,
13	1	want all except 3,11,12,
14	19	want all except 3,11,
15	25	want 1,2, 6,7,9,10,13, while 4,5 don't appeal to me anymore [laughing],
16	13	want 1, 2, 7,8,9, I like to be liked, I don't want to be envied because people envying you causes trouble,
17	36	want 1 2 7 9 13 but I wouldn't want 4 or 5, comfortable not rich,
18	27	want 1,2,5,6,7,8,9,10,13,
19	10	want 1,2,5,6,7,9,10,13,
20	16	want 1,2,5,6,7,8,9,10,
21	5	want 1,2,6,7,8,9,10,13,
22	33	want 2,6,7,8,9,13,
23	34	want 2,6,8,9,10,13,
24	30, 31	want 1,2,7,9,13,
25	8	want 5,7,9,
26	17	want 1,2,4,
27	14	want 1,2,
28	7	want 2 and a good life,
29	35	want 2,5,

30	3	want 1,2,5,6,7,8,9,10,12,
31	32	want 1,2,5,9, and also 11 but not physically, got that anyway, play on it, can put frighteners on without physicality, hush room on entry,
(missing values: 32=inaudible or incomplete, 33=participant not asked)		

251 variable – View of his/her criminality (viewcrim)

- Outline of Question: Which of these statements do you think applies to you:

- Categories: Lifestyle(6,7,8,14), Blameless(4,10,11,12), Choiceless (2,3, 5,13), Powerless(1,9,15,16)

Lifestyle (6,7,8,14),	Blameless (4,10,11,12),	Choiceless (2,3, 5,13),	Powerless (1,9,15,16)
6 Offending is the only means of getting things others have Lifestyle	4 There was nothing wrong with what I did Blameless	2 My offence was a one off incident Choiceless	1 I slipped into crime accidentally Powerless
7 Offending is my only way of life Lifestyle	10 I am not a real criminal Blameless	3 I had no other choice when I committed my offence Choiceless	9 Offending is the only way I can survive Powerless
8 Offending is an easy way to make money Lifestyle	11 Crime is an acceptable choice Blameless	5 What I did was inevitable Choiceless	15 I feel helpless to change my life Powerless
14 This is my life, it's what I know, what I've always done Lifestyle	12 I am only violent in retaliation Blameless	13 I act on the spur of the moment Choiceless	16 Life has taught me I can't change anything Powerless
+ any lifestyle editorial	+ any blameless editorial	+ any choiceless editorial	+ any powerless editorial
1 group chosen	2 groups chosen	3 groups chosen	4 groups chosen
<u>Lifestyle</u> 1=14, <u>Blameless</u> 2=10, 3=10,12, 4=none therefore de facto blameless, <u>Choiceless</u> 5=2 then 8, 12 when challenged on having several offences, but does not pick 13 even when reminded he mentions that elsewhere, 6=2, 7=3,13, 8=3 at that time in my life,	<u>Lifestyle, Blameless</u> 9=8, 12, 14, <u>Blameless, Choiceless</u> 10=2,10, 11=10 I didn't even know I was committing a criminal offence on some occasions and also 13 but not in a criminal or violent way, 12=2 and 12 but modifies 12 by saying it doesn't mean it is habitual it was only in that one off incident, 13=10,12,13, 14=10,12,13 and I thought 3 at the time, 15=3,10, 16=3 and 12 but modifies 12 by saying I wouldn't say just in retaliation but it sounds about right, <u>Blameless, Powerless</u> 17=1,10, 18=1 and also 10 but I am obviously but because I'm not stealing stuff or nicking someone's stuff, <u>Choiceless, Powerless</u> 19=1,13,I didn't deliberately set out to do it, but I did have full control,	<u>Lifestyle, Blameless, Choiceless</u> 20=6,8,13,14, saying I don't see myself as a criminal because its only shoplifting and I haven't done burglary for ages and I am not doing proper crime like drug dealing, but the law says I'm a criminal, 21=3, 5, 8, and 14 maybe not now but at the time and I thought 11 but it wasn't obviously, <u>Lifestyle, Blameless, Powerless</u> 22=1,8,10, I wouldn't say I was a really bad criminal or anything, <u>Lifestyle, Choiceless, Powerless</u> 23=1,3,8, 24=3, and also modified 9 saying it's not the only way I can survive but it's a way of survival, and yes and no to 14, <u>Blameless, Choiceless, Powerless</u> 25=1,10,13, 26=10,13 and used to be 9, 27=1, 10, 13 and I am only violent if pushed or someone is spurring me on, yet also says 12, 28=1,3 10 and I don't really think there was much wrong with what I did, 29=1,3,10,	<u>Lifestyle, Blameless, Choiceless, Powerless</u> 30=1, 3,10 and also 5 because of alcohol, losing everything and ending up with the police and also used to be 14&15 but not anymore

(missing values: 31=participant not asked)

252 variable – Attitude to rules (attrules)

- Outline of Question: Do you think rules are useful?
- Suggested Answers: Yes/no
- Categories: 1=yes, 2=they're meant to be useful but I don't have much faith in them, 3=some, 4=no, (missing values: 5=participant not asked)

253 variable – Trust in rules (trurules)

- Outline of Question: Do you trust rules?
- Suggested Answers: Yes/no
- Categories: 1=yes, 2=I suppose so, 3=mostly, 4=some, 5=as much as anybody else, 6=not always/not all the time, 7=no, (missing values: 8=participant not asked, 9=inaudible)

254 variable – View of protection of rules (rulespro)

- Outline of Question: Do rules protect you?
- Suggested Answers: Yes/no
- Categories: 1=yes, 2=I think so, 3=most of the time, 4=some or sometimes, 5=not always or not necessarily or not all the time, 6=no or not really, 7=didn't protect me, (missing values: 8=participant not asked)

255 variable – Reasoning behind answer (reasans)

- Outline of Question: If yes (or partially yes), Why would you break the rules and deprive others of that protection? If no (or predominantly negative), What else could protect you better?
- Categories:

254.1-4(yes)

1=broke pathetic rule and didn't realise, I always follow rules, I was being selfish cos had to get to work to pay bills, but I'm peed off with it,
2=blames government and foreigners, says only wants to abide by laws that protect him/er not others, victims deserved his/er crimes though theoretically saying laws should protect everyone, but no point in rules people can't keep, but accepts s/he's done wrong and accepts punishment,

3=I made some bad choices and mistakes,

4=said one word selfish,

5=it was wrong, showed weak character, not the character strength to do things correctly, not able to turn to others for help, depressed,

6=I don't like rules, well I didn't, but rules are rules, I didn't really use rules, but now I think rules are useful because they make you think,

7=they're there to be broken,

8=rules are made to be bent but not broken and it's just a trick question, life is just full of rules rules and I was just sticking up for myself,

9=some rules don't suit me,

10=substance abuse,

11=wasn't thinking straight because of substance abuse,

12=I didn't know I was offending or it wasn't me that was offending,

13=don't know,

14=I don't know, silly really,

15=put in those terms I wouldn't want to but it goes back to the other statement, it was an act of loss of control,

16=it's just the way it was, I lost control and I didn't think ahead, I didn't think there would be consequences,

17=things just happened on the spur of the moment,

18=I don't, it was just an awkward situation, most of my crimes are violence, fighting, mostly work related violence, bouncer work, fighting, all that,

19=to survive, to get things, I lived that sort of life, rules didn't apply to me, no rules at home, wasn't used to rules, didn't like them,

20=some people can't stick to rules can they, they write their own rules,

21=because I was an idiot,

254.5-7(no)

22=better rules,

23=don't know,

24=there isn't anything better,

25=staying away from criminogenic situations,

26=nothing can, you've got to protect yourself,

27=I made a mistake,

28=nothing, I don't know, nobody listens to rules, I don't really like or believe in or listen to rules,

(missing values: 29=participant not asked, 30=inaudible)

256 variable – Knowing the rules (knorules)

- Outline of Question: Do you always know what the rules are?
- Suggested Answers: Yes/no
- Categories:

Yes

1=yes,

2=de facto yes with I'm not stupid/ I'm not a kid,

Partial Yes/No

3=mostly,

4=I would say yes, I think, I mean most of it is commonsense I think isn't it,

5=well you know what's right and wrong, but with regard to knowing the rules I suppose so,

6=sometimes don't know but use common decency, if you think it's wrong it's probably wrong,

7=to some extent, but thought s/he would be understood in the situation s/he was in,

8=not always,

No

9=no or not really,

10=no, they're changing laws constantly and don't tell you so how do you know you're breaking the law,

(missing values: 11=participant not asked)

257 variable – Attitude to the existence of rules (exrules)

- Outline of Question: Does the existence of rules keep everyone safe?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes,

Conditional

2=I believe so/I suppose so/ I'd like to think so/I think so,

3=supposed to/they try to/I suppose that's the idea,

4=I suppose you've got to have rules,

5=if people abide by them,

6=not everybody, not people who are prepared to break them,

7=not completely,

No

8=no or not really,

9=no because it is failing to stop crime,

(missing values: 10=inaudible, 11=participant not asked)

258 variable – Choosing between what is right and what is best for him/her (rightbest)

- Outline of Question: Which is more important to you, doing what is right or doing what is best for you?

- Suggested Answers: Right / Best for me

- Categories:

Right

1=right,

Now Right

2=hasn't always been the case in the past, but doing what is right,

Mixed

3=I like to think I do what's right but it depends how much it's going to affect me,

4=don't know, that's a difficult one. Every now and then you want to do what's best for you whether it's right or wrong,

5=both,

6=torn between the two,

Partner/spouse

7=doing what's best for my partner/spouse,

Self

8=best for self,

(missing values: 9=understanding unclear, 10=participant not asked)

259 variable – Fitting answer with offences (fitoff)

- Outline of Question: How does that fit with the offences you committed?

- Categories:

258.1(right)

1=doesn't fit at all/not very well,

2=what I did was wrong/I didn't do what was right,

3=it doesn't fit at all but at the time doing what was right wasn't important, whilst at the moment because it's hard to with my situation because my life's completely different now than it was,

4=I thought I was doing what was right for me at the time but I was confused,

5=I didn't do what was right because I was under the influence of substance abuse,

6=at the time it was doing what's best for me, now, I'd say what is right for me is getting a job,

258.2(now right)

7=in the past have done things best for me and part of trying not to reoffend and learning is to try not to put self first and realise its better to do whats best for others,

258.5 (only 1 of the 4 who said both)

8=I've got a child, I have to feed her, it's not just a buzz, I feel guilty but sometimes I've got no choice, I'd love to do the right thing and it be best for me but it's not always possible,

258.3-4&6-7 (individualized answers)

258.3 (only 1 person)

9=it was wrong,

258.6(only 1 person)

10=substance abuse

258.7(only 1 person)

11=I only commit offences when I am not in a relationship with my partner/spouse,

(missing values: 12=irrelevant to ask or didn't ask)

260 variable – Attitude to doing what is right even when society lets him/er down (attright)

- Outline of Question: Do you think you should do what is right by society, even if society lets you down?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes otherwise it all descends into chaos/anarchy/pointlessness/bad state,

2=you've got to,

3=yes to any degree,

Uncertain

4=supposed to,

5=you can always try,

6=I don't know I suppose so,

7=sometimes,

No

8=hesitant yeah and then don't know really, if things let you down you're not really going to trust it are you, 9=no,

10=no, what's the point in me doing right for them when they ain't doing right for me,

Won't Happen

11=society isn't going to let me down, I never let society down, it's not a relevant question really,

(missing values: 12=participant not asked, 13=understanding unclear)

261 variable – Fitting answer with offences (fitright)

- Outline of Question: How does that fit with the offences you committed?

- Categories:

260.1-7

1=doesn't fit at all/not very well,

2=I try to walk away so I don't offend,

3=I justified it to self, put self first, now getting a grip, say its wrong, don't do to others what don't want done to me,

4=if everyone thinks that way, what we gonna be living in,

5=it was spur of the moment,

6=I was punished and I paid the price that society says I have to pay so it's fine,

7=it doesn't but at that time I had problems with substance abuse and bereavement,

8=the people that actually were properly involved and knew about it didn't get done whereas I did, I was just gullible to what was going on,

9=if allowed to give someone a slap for sleeping with your missus and that was the law then it might be a deterrent,

10=I made a mistake,

11=because I needed drugs and alcohol,

12=I didn't think like that then, I've only realized now and I do now,

13=I did wrong at the time,

14=I knew I done wrong and I co-operated with everyone, I didn't try and deny anything,

15=I've just got to stop doing it, but I've had to do it to keep me and my daughter,

(missing values: 16=irrelevant to ask or didn't ask)

262 variable – Dealing with criticism (critdeal)

- Outline of Question: If someone criticised you when you were trying to do something would you.....?

- Suggested Answers:

Try harder

Ask for help

Give up

Get angry

- Categories:

Productive

1=try harder and ask for help,

2=try harder,

3=ask for help,

Hostile productive

4=I don't listen, I would say what is it I have done wrong,

5=before I would get angry but now probably just try harder just to show I can do it,

6=get angry and try harder,

7=try harder and ask for help, if you think you can do it better, I'd still carry on doing my bit,

8=get angry and sometimes try harder. I feel angry and I feel right I'll show you I can do it, the anger starts first then I try harder,

9=some people don't have the right to criticize, I wouldn't get angry, but sounds like s/he would, says would say you tell me or show me how then,

Hostile

10=get angry,

11=I don't really care, I don't listen to them,

12=I'd say mate you have a go. You do it!

Hostile debilitating

13=I would give up or get angry,

Depends

14=depends if I was trying...probably get a bit annoyed,

15=depends who they were,

16=depends who did it, if it was my girlfriend I'd try harder, with nothing invested would just walk out,

(missing values: 17=participant not asked, 18=in audible)

263 variable – Dealing with unhappiness (unhadeal)

- Outline of Question: If you were unhappy would you.....?

- Suggested Answers:

Neg Have an alcoholic drink/drugs

Pos Talk to someone you trust

N Cry

Neg Get into a fight

Neg Argue

N Give yourself a treat to cheer you up

N Distract yourself by doing something else

- Categories: (cry, give yourself a treat to cheer you up, distract yourself by doing something else and sleep could be pos or neg or neutral depending on what it accompanies)

Positive

1=talk to someone you trust,

Positive with Neutral

2=talk to someone you trust, cry and distract yourself by doing something else,

3=talk to someone you trust, distract yourself by doing something else,

4=talk to someone you trust, give yourself a treat to cheer you up,

5=talk to someone you trust, distract yourself by doing something else, try and walk away from the situation,

Positive now but negative in the past

6=used to have an alcoholic drink/drugs, now talk to someone you trust,

Neutral

7=give yourself a treat to cheer you up,

8=distract yourself by doing something else,

9=distract yourself by doing something else, smiled at thought of crying and said never cries,

10=cry,

Neutral now but negative in the past

11=used to have an alcoholic drink/drugs, now cry,

Mixed

12=any/all of them,

13=used to have an alcoholic drink/drugs, now talk to someone you trust, argue sometimes and cry sometimes,

14=distract yourself by doing something else, talk to someone you trust and have an alcoholic drink/drugs, 15=talk to someone you trust, get into a fight, argue,

16=all except get into a fight and argue, although does say s/he could get into an argument,

17=all except give yourself a treat to cheer you up and depends with get into a fight,

Negative with Neutral

18=have an alcoholic drink/drugs and also have a sleep because feeling stressed makes me very tired,

19=argue, give yourself a treat to cheer you up,

20=have an alcoholic drink/drugs and give yourself a treat to cheer you up,
 21=have an alcoholic drink/drugs, cry, argue,
 22=have an alcoholic drink/drugs, cry, get into a fight, argue,

Negative

23=get angry,
 24=have an alcoholic drink/drugs, argue,
 (missing values: 25=participant not asked)

264 variable – Dealing with job rejection (jrdeal)

- Outline of Question: If you kept being rejected for jobs would you.....?
- Suggested Answers:

P1 Go back to college or training to get more qualifications
 P2 Do some voluntary work to get more experience
 N3 Give up trying and make a life for yourself on benefits
 P4 Keep on applying for jobs
 N5 Get angry
 P6 Ask for help and advice
 N7 Survive by having to commit offences to earn a living

- Categories:

- any degree of possibility, but record degree of possibility for P1&2 because require significant effort.

Positive Fallback with extra effort	Positive Fallback	Positive without Fallback	Negative
P1 Go back to college or training to get more qualifications P2 Do some voluntary work to get more experience + always working/worked	P6 Ask for help and advice	P4 Keep on applying for jobs	N3 Give up trying and make a life for yourself on benefits N5 Get angry N7 Survive by having to commit offences to earn a living

Positive Fallback with extra effort

1=can't visualize being out of work/never happen/ed,
 2=can't visualize being repeatedly rejected for jobs, but if s/he was would do 1, 2, 4, 6,
 3=1,2,4,6,
 4=1,4,6 and maybe 2,
 5=1, 4, 6,
 6=1,4,
 7=1,
 8=4,6 and if need be in future 1,
 9=4,6 and maybe 1,

Positive Fallback

10=4, 6,
 11=6,

Positive without fall back

12=4,

Mixed

13=says 3 but then says wouldn't because not a dossier, so then says 4, because I will get work,
 14=says 5 then adds when asked about anything else 1,4, try and get the job that I wanted,
 15=1, 5, 6,
 16=1, 4, 5,
 17=5, 6,
 18=6, 3,
 19=4, 5,
 20=1, 4, 5, 7 and says would do 6 but has no faith in it and says wouldn't do 3 but equivocally while also claiming to hate benefits,

Negative

21=I can't work,
 22=7

(missing values: 23=participant not asked)

265 variable – Reason for losing last job (jobloss)

- Outline of Question: How did you lose your last job?

- Categories:

Workers

- 1=haven't lost a job,
- 2=I've always worked/am always working,
- 3=evasive over losing work/having used to have a business but says he can do lots of things and suggests he always has work he can do,

Neutral

- 4=lost my business,
- 5=it was only a temporary job,
- 6=made redundant,
- 7=went to prison,
- 8=drink driving,

Non workers

- 9=I quit when I don't enjoy them/have had enough of them/didn't think it was for me,
 - 10=sacked for drinking and driving and also for not turning up for work lots of times because of substance abuse,
 - 11=sacked for not turning up because of substance abuse,
 - 12=I walked out, stopped working, because of substance abuse and didn't want to have to get up to go to work,
 - 13=never worked,
 - 14=couldn't continue with job because moved away,
 - 15=I quit (that was the ocado job),
 - 16=was attacked so was unable to continue his/er trade so is going to have to learn something new, but not doing so,
 - 17=gave up work when I got pregnant and I never went back,
 - 18=just didn't work out,
 - 19=sacked for poor attendance, not turning up, also a lot of gaps in employment,
 - 20=I jacked it in because I was going through custody of my boy and I couldn't afford solicitors so I jacked it to get legal aid,
 - 21=I argued with the manager,
 - 22=I quit because I didn't like the hours, but I found a better job,
 - 23=I only worked to get extra money, I always leave jobs, varying reasons inc moving, circumstances with my ex, didn't want to do job or wasn't happy with what job was or not enjoying it,
 - 24=can't remember his/er last job as been on the sick for so long,
- (missing values: 25=unclear, 26=participant not asked)

266 variable – Potential reason for losing next job (nextloss)

- Outline of Question: What might lead you to lose your current/next job?
- Categories:

Nothing

- 1=nothing/won't happen/nothing really,
- 2=I don't think anything will but I can always find work and it's up to me to do that,
- 3=hopefully nothing or hopefully won't happen,
- 4=nothing because I am self employed/nothing because it's a stable job,
- 5=relationship and work I suppose, I don't think I would lose my next job now,
- 6=could lose your job over a mistake at work that could be petty but very unlikely that could happen,
- 7=hopefully nothing really, that's if I get a job,
- 8=(deep breath) I won't, I won't, I wouldn't, I don't know, I just wouldn't sacrifice it,

Own shortcomings

- 9=not turning up for work because of substance abuse, I'm already not always turning up and already at risk of losing my job because of it,
- 10=substance abuse if I relapsed, it's happened a few times,
- 11=might get a boss that's moany or something like that and you can't stand him, that's about it,
- 12=stealing,
- 13=not turning up, getting up in the morning, that's me,
- 14=substance abuse,

Outside control

- 15=general state of the economy,
 - 16=depends on what happens at court,
 - 17=don't know,
 - 18=it would be quite difficult but if my company/employer went under/suffered a catastrophe, then I wouldn't have a job,
 - 19=criminal record/discovering criminal record/discovering the nature of my offence,
- (missing values: 20=participant not asked)

267 variable – Reasoning behind offences (reasoff)

- Outline of Question: What made you think that the offences you committed were choices it was ok to make?
- Categories:

- 1=only some of them but I just believe that's the way it should be,
- 2=young and stupid, I thought everything was alright and I'll never get caught and I'll never go to prison,

3=believed people didn't know and those that did said nothing, I thought it acceptable and thought victim deserved it and thought others thought victim deserved it too,
 4=I was angry about the sentence so I just did what I wanted to do to make my life work,
 5=to make money,
 6=I didn't have a choice, it just happened and I was under the influence of substances,
 7=don't think when I do it I just do it/wasn't thinking/didn't think,
 8=I was in a rut, desperate, not coping, not seeking help, battled with myself over doing it,
 9=I didn't think it was ok, I mistakenly made a choice at a time I was in no fit state to make one,
 10=it wasn't ok/I never thought it was ok/I knew or know it was wrong/I didn't think it was ok,
 11=I think I knew it wasn't ok I just done it anyway through sheer stupidity,
 12=substance abuse,
 13=didn't make a conscious choice,
 14=because someone stole my bike I thought it was alright for me to steal other peoples,
 15=didn't think it ok, just something I was used to, something I did, not a habit because I could stop if I wanted to,
 16=don't know,
 17=I don't think it was ok to make to be honest, it was again, a spur of the moment thing, I see what I see and I didn't like it,
 18=I didn't think it was ok I just had to do them/did what I had to do,
 (missing values: 19=participant not asked)

268 variable – Dealing with problems (probdeal)

- Outline of Question: How do you react when your plans hit a problem....?
- Suggested Answers: Seek help to solve the problem Pos

Get drunk/high Neg

Give up trying Neg

Think about finding a way round the problem Pos

Get into an argument about it Neg

- Categories:

Positive

1=seek help to solve the problem,

2=seek help to solve the problem and think about finding a way round the problem,

3=think about finding a way round the problem,

Positive now, negative previously

4=seek help to solve the problem, but previously get drunk/high,

5=seek help to solve the problem or think about finding a way round the problem, but previously give up trying,

6=seek help to solve the problem or think about finding a way round the problem, but previously get drunk/high,

Mixed

7=think about finding a way round the problem and get into an argument about it,

8=seek help to solve the problem or give up trying or think about finding a way round the problem,

9=all of them,

Negative

10=get into an argument about it,

11=get drunk/high,

12=give up trying and get into an argument,

(missing values: 13=participant not asked)

269 variable – Dealing with upset (upsdeal)

- Outline of Question: If someone upset you would you.....?
- Suggested Answers:

Shout at them

Hit them

Try and talk it through with them

Cry

Storm off and not speak to them

Have an alcoholic drink/drugs

Walk away

- Categories: (cry and walk away and sleep could be pos or neg or mixed depending on what accompanies them)

Positive	Neutral	Neutral negative	Negative
Try and talk it through with them	Cry Walk away	Storm off and not speak to them	Shout at them Hit them Have an alcoholic drink/drugs

Mixed Spanning Pos to Neg

1=all of them,

2=try and talk it through with them and shout at them and cry,
 3=with family or partner/spouse would talk it through with them, but with someone on a night out probably shout at them,
 4=walk away or shout at them, but when calm later try and talk it through with them,
 5=shout at them, cry, not speak to them, depending on who it was might try and talk it through with them and depending on situation might walk away,
 6=try and talk it through with them and shout at them,
 7=try and talk it through with them, but if they weren't having it shout at them and then have an alcoholic drink/drugs,
Mixed spanning Neutral to Neg
 8=cry, storm off and not speak to them, get the hump about it but other times might stand there and confront it, depends,
Positive
 9=try and talk it through with them, except with fiery people who prefer to walk away so it's best to do the same,
 10=try and talk it through with them,
 11=try and talk it through with them and walk away,
Neutral
 12=walk away,
Neutral negative
 13=storm off and not speak to them,
Negative and Neutral
 14=walk away and have an alcoholic drink/drugs,
 15=shout at them and walk away,
Predominantly Negative
 16=shout at them,
 17=storm off and not speak to them, have an alcoholic drink/drugs, walk away,
 18=shout at them, storm off and not speak to them,
 19=shout at them, hit them, cry, might walk away,
 20=shout at them, hit them, cry, storm off and not speak to them, walk away,
 (missing values: 21=participant not asked)

270 variable – Treatment from the people in his/her life (treat)

- Outline of Question: Do the people in your life at the moment do the following.....?

- Suggested Answers:

Provide a reason for interfering in your life when they do? C1

Acknowledge your feelings? P1

Provide you with choices? C2

Give encouragement and helpful guidance? P2

Criticise you? M(+ or -)

Praise your successes? P3

Are they interested in you and what you do? P4

Do they care about you and what you do? P5

Do you know what they expect of you? E1

Is it things you are capable of? E1S

Do they want you to concentrate on stopping offending? E2

Do they want you to get on with creating a new life? E3

- Categories: if listed then yes or de facto yes or I think so/suppose so to any degree, if not listed then no to any degree, some is listed as such:

Positive	Mixed	Expectations		Control
Acknowledge your feelings? P1 Give encouragement and helpful guidance? P2 Praise your successes? P3 Are they interested in you and what you do? P4 Do they care about you and what you do? P5	Criticise you? M(+ or -)	Do you know what they expect of you? E1 Do they want you to concentrate on stopping offending? E2 Do they want you to get on with creating a new life? E3	Is it things you are capable of? E1S	Provide a reason for interfering in your life when they do? C1 Provide you with choices? C2

P=positive (1-5),
 M=could be positive or negative (+ or -),
 E=expectations (1-3),
 E1S=self reaction to expectations1 (yes/degree/no),
 C=control (1-2),
 supplementary information:
 A (followed by lower case relevant letters) =not audible
 R (followed by lower case relevant letters) =not relevant,
 D/K (followed by lower case relevant letters) =don't know,
 S (followed by lower case relevant letters FOR NON E1) =sometimes/some people/varies/kind of/sort of,
 K (followed by lower case relevant letters FOR E1 ONLY) =kind of/sort of/a bit/mostly/some ie not total,
Full house (inc M+ or no M and E1Sy or d)(inc A and R)
 1=P1-5, M+, E1-3, E1Sy, C1-2 =yes to all with clarification that criticism is given only when needed/due,
 2=P1-5, M+, E1-3, E1Sd, C1-2 =yes to all with clarification that criticism is good criticism and some people expect higher of him/er than s/he thinks s/he can reach but s/he thinks s/he can eventually get there,
 3=P1-5, E1-3, E1Sy, C1-2 =yes to all except criticise you, partner's mother doesn't want to see me get back in trouble and she wants to see me do good for myself, she tries to help which sometimes irritates me because I want to do it myself,
 4=P1-5, E1-3, E1Sy, C2(Rc1) =yes to all except they don't interfere so that's not relevant, yes to the rest except criticise you,
 5=P1-5, E1-3, E1Sy, C1-2 =yes to all except criticise you,
5Ps, 3Es, E1Sy (inc M or no M)(inc A and R)
 6=P1-5, M, E1&3(Ae2), E1Sy, (Rc1-2) =yes to all except they don't interfere so that's not relevant, I hope they acknowledge my feelings because I acknowledge theirs and my family is very good and ask is anything wrong, can anyone help if they are concerned about me, do they give you choices is irrelevant because I just live a normal life, do they want you to concentrate on stopping offending is not audible,
 7=P1-5, M, E1-3, E1Sy, C2 =yes to all except provide a reason for interfering in your life when they do, I've got a very close family, my ex winds me up,
 8=P1-5, E1-3, E1Sy, C2 =yes to all except provide a reason for interfering in your life when they do and criticize you,
 9=P1-5, M, E3(Ke1)(Ae2), E1Sy, C2(N/Ac1) =yes to all except they don't interfere so that's not relevant, and mostly for do you know what they expect of you, and inaudible for do they want you to concentrate on stopping offending, and they're just making my current life even better for do they want you to get on with creating a new life,
 10=P1-5, E2-3(Ke1), E1Sy, C2 =yes to all except do they provide a reason for interfering in your life when they do and criticise you. For do you know what they expect of you to which s/he says no I don't, not sure like you know, I think they expect me not to drink anymore but I don't know, I don't think we ever know what somebody really wants. With are they interested in you and what you do it is yes but also I mean obviously it's was a bit strange because I never used to talk but it's only recently I've started talking like and I include my probation officers in that, they've been brilliant. With do they want you to concentrate on stopping offending it is I suppose yeah, I'm not going to do it again like you know what I mean but yes like you know and with do they want you to get on with creating a new life it is yes they do, they've been pretty good that way,
 11=P1-2&4-5(Sp3), M+, (Re2-3)(Ke1), E1Sy, (Rc2) =yes to all except do they provide a reason for interfering in your life when they do, and make my own choices to provide you with choices to which s/he says I make my own choices, and adapts criticise you to if it needs to, and sometimes for praise your successes and most of the time for do you know what they expect of you, and says it is not relevant to him/er for do they want you to concentrate on stopping offending and do they want you to get on with creating a new life,
 12=P2-5(Sp1), (Am), E1-3, E1Sy, C1-2 =yes to all except acknowledge your feelings which is sometimes and criticise you which is inaudible,
 13=P1-2&4-5(Sp3), E1-3, E1Sy, C2 =yes to all except provide a reason for interfering in your life when they do, criticise you, sometimes they praise your successes,
5Ps
 14=P1-5, E2-3, (N/Ae1s), C1-2 =yes to all except criticise you and do you know what they expect of you, is it things you are capable of which is therefore not asked, my wife's a big part of my life now and I think she's got the right to interfere in my life, They've supported me through,
 15=P1-2&4-5(Ap3), M, E2(Ae3), (N/Ae1s), (Sc2) =yes to all except do they provide a reason for interfering in your life when they do and do you know what they expect of you, is it things you are capable of which is therefore not asked, and sometimes for provide you with choices, and inaudible for praise your successes and do they want you to get on with creating a new life,
 16=P1&3(Sp2&4-5), M, E2-3, (N/Ae1s), C1(Sc2) =yes to all except do they provide you with choices, do they give you encouragement and helpful guidance, are they interested in you and what you do and do they care about you and what you do which are all sometimes, and do you know what they expect of you, is it things you are capable of which is therefore not asked,
 17=P2&5(Sp1&3&4), M, E2&3 (N/Ae1s), C2=yes to all except for provide a reason for interfering in your life when they do and do you know what they expect of you, is it things you are capable of which is therefore not asked, and for praise your successes for which he says they do and they don't it's weird, when I'm doing well, all these apply but when I'm not they're only too willing to put their bit in, but when I am doing well, no-one mentions it do they, only, people only remember the bad things, and are they interested in you what you do for which he says when it suits them and acknowledge your feelings for which he says sort of,
4Ps
 18=P1-2&4-5, M, E2-3, (N/Ae1s), C1-2 =yes to all except praise your successes and do you know what they expect of you, is it things you are capable of which is therefore not asked,

19=P1+3+5(Sp4), E1-3, E1Sy, Sc2 =yes to all except do they provide a reason for interfering in your life when they do, give encouragement and helpful guidance, criticise you, my mum provides me with choices and my brother is interested in what I do, My brother and my mum expect me to know I'm doing the right thing, that I'm coming to probation, they are happy that I am, my brother is proud of me, my sister shouts at me and bosses me about,

20=P2-5, E1-3, E1Sy, C2 =yes to all except provide a reason for interfering in your life when they do, acknowledge your feelings, criticize you, noting P3 is only true now and also that nobody cares how others feel in this selfish society and that it is stopping drinking that leads to offending that they want him/er to concentrate on,

21=P2+4 (Sp3+p5), E1-3 E1Sy =yes to all except for provide a reason for interfering in your life when they do, acknowledge your feelings, provide you with choices, criticise you, it is sometimes for praise your successes and I want to say yeah and no on that one, some do, some don't for do they care about you and what you do,

22=P2-3(Sp4-5), Sm, E2-3(Ke1), E1Sd, C2 =yes to all except provide a reason for interfering in your life when they do and acknowledge your feelings, with sometimes for criticise you, some people for interested in you and what you do, care about you and what you do, know what they expect of you and some things for things you're capable of, such as keeping away from my ex, obviously my probation officer is expecting me not to get in any trouble,

3Ps

23=P1&4-5, (N/Ae1s), C1 =yes to all except provide you with choices and give encouragement and helpful guidance and criticise you and praise your successes and do they want you to concentrate on stopping offending and do you know what they expect of you, is it things you are capable of which is therefore not asked, and do they want you to get on with creating a new life to which the answer is I don't know what they want,

24=P1-2&5, M, E2-3(Ke1), E1Sy, C2 =yes to all except provide a reason for interfering in your life when they do and interested in you and what you do, and not praise your successes because there ain't really been any successes, and kind of to do you know what they expect of you,

2Ps

25=P1-2, M, E2-3, (N/Ae1s), C1 =yes to all except provide you with choices, praise your successes, are they interested in you and what you do, do they care about you and what you do, do you know what they expect of you, with my family I don't know what they expect, is it things you are capable of which is therefore not asked,

26=(Sp2-3), M, E1&3, E1Sy =yes to all except provide a reason for interfering in your life when they do, acknowledge your feelings, provide you with choices, are they interested in you and what you do, not really cared about, s/he doesn't talk about concentrating on stopping offending with her dad, sometimes for give encouragement and helpful guidance and praise your successes, my dad doesn't provide a reason or acknowledge my feelings, he's good but he does like to interfere and try to control my boys so it pisses me off sometimes, the only people I have really around me are my family,

1P

27=P2, M, E1-3, E1Sd, C1-2 =yes to all except acknowledge your feelings, praise your successes, are they interested in you and what you do, do they care about you and what you do, yes and no to is it things you're capable of, capable of keeping out of trouble and getting my own job and stuff but in some cases there will be a few mates I'd want to hang around with and people say I shouldn't because they seem to think it's my mates that get me in trouble but I explained it's me making them get in trouble, so they kind of understand now,

No Ps

28=(D/Kp5), M, E1-3, E1Sy, C1 =yes to all except acknowledge your feelings, provide you with choices, give you encouragement and helpful guidance, praise your successes, are they interested in you and what you do, and don't know they say they do to do they care about you and what you do,

29=M, E1-3, E1Sy, C1 =yes to all except acknowledge your feelings, provide you with choices, give encouragement and helpful guidance, praise your successes, are they interested in you and what you do, do they care about you and what you do,

30=(Am), E2-3, (N/Ae1s) =yes to all except do they give you a reason for doing it, acknowledge your feelings, do they provide you with choices, do they give you encouragement and helpful guidance, do they praise your successes, do they care about you and what you do, are they interested in you and what you do, do you know what they expect of you, is it things you are capable of which is therefore not asked, and inaudible for do they criticise you and I suppose so but they don't say anything about do they want you to concentrate on stopping offending and I would have thought so for do they want you to get on with creating a new life,

31=M =no to all except criticise you,

(missing values: 32=participant not asked)

271 variable – View of moral education (viemored)

- Outline of Question: Which of these statements best describes how you were taught how to behave by your parents/carer?

- Suggested Answers:

1 Punished severely or physically when you did wrong

2 Guided and shown how to behave through discussion and being set a good example

3 Never really shown or told how to behave

4 Encouraged to behave in anti-social ways, such as fighting or shouting or law breaking

Other

- Categories:

1=1

2=2

3=3

4=4

255

5=1, 2

6=2, 3

7=1,2 and de facto 4 because taught if someone whacks you, whack them back harder/get a good hiding for getting caught and not being clever enough to get away with it,

8=2 but missed out learning consequences of actions, sister says I've ignored or justified or not realized consequences,

9=1,3,4, I weren't really told what was wrong and right and I seen my dad shoplifting and thought oh right, I'll do that. And I escalated and when I went to jail I learnt a lot more,

10=1 but only when I got caught and arrested for stuff because other than that I could do what I wanted so de facto 3,

11=I was punished but never physically, my dad was strict, I was guided by always being told how to behave and not to behave,

12=I was shown how to behave but never punished when I didn't behave, my dad would try and ground me but my mum would let us out,

13=1,2 though we weren't shown how to behave, we were expected to know,

14=1 and because I went into approved school and I was in that environment and the area to be in 4,

(missing values: 15=participant not asked)

272 variable – Belief in being cared about (belcare)

- Outline of Question: Do you think anyone cares about what happens to you?

- Suggested Answers: Yes/no

- Categories:

1=yes,

2=I think so,

3=my kids,

4=I hope so,

5=I do now,

6=no, but acknowledges partner/spouse does but everyone else doesn't and partner/spouse doesn't come into that,

7=no,

(missing values: 8=participant not asked)

273 variable – Belief in need to care even if s/he is not cared for (careevif)

- Outline of Question: Do you think you have no need to care about anyone nor care about the world, if no one cares about you?

- Suggested Answers: Yes/no

- Categories: 1=no, 2=no because even if no-one cares about me I will still care because God cares, 3=yes, (missing values:

4=participant not asked, 5=inaudible or unclear)

274 variable – View of treatment as a child (treatchi)

- Outline of Question: Which of these statements best describes how you were treated as a child?

- Suggested Answers:

With lots of praise and encouragement and love

With lots of criticism and anger and punishment

With indifference and lack of concern

- Categories:

Only lots of praise and encouragement and love

1=with lots of praise and encouragement and love,

No praise and encouragement and love

2=with lots of criticism and anger and punishment,

3=with indifference and lack of concern,

4=with lots of criticism and anger and punishment and with indifference and lack of concern,

Mixed including praise and encouragement and love

5=praise, encouragement and love, got to go with that but I was punished,

6=with lots of praise and encouragement and indifference and lack of concern,

7=with lots of praise and encouragement and love but left to handle life alone with stiff upper lip, couldn't turn to others, not pushed to achieve potential,

8=praise and punishment when I was younger but as I got older it was criticisms because they used to try and punish me but I didn't listen,

9=when you're a child, there's not so many praises, but I think I had encouragement and love, there's nothing that much praise worthy when you're a child,

10=with lots of praise and encouragement and love when we earned it, they loved us, they only caned us as a punishment, you even got that at school,

11=with lots of praise and encouragement and love and with lots of criticism and anger and punishment,

(missing values: 12=participant not asked)

275 variable – View of who notices him/her and acknowledges what s/he does (notecom)

- Outline of Question: Who notices and comments on what you do in your life?

- Categories:

Wide

1=everyone,
 2=lots of people,
 3=people around me, family and friends,
 4=friends and family,
 5=family,
Close
 6=parents,
 7=one parent,
 8=my partner/spouse and both parents,
 9=one parent, partner/spouse and one other specific nonparent family member,
 10=my partner/spouse and a specific nonparent family member(s),
 11=my partner/spouse,
Detached
 12=ex partner/spouse and child/ren,
 13=one specific nonparent family member,
 14=one friend,
 15=my partner/spouse's mum,
 16=staff responsible for him/her,
 17=self,
 18=says no one but admits partner/spouse does, but s/he's not involved with anyone else,
 19=no one,
 (missing values: 20=participant not asked)

276 variable – View of those acknowledgements (viewcom)

- Outline of Question: What sort of comments do they make?
- Categories:

Positive

1=good comments,
 2=encouraging comments,
 3=supportive comments,
 4=mostly/generally nice/good comments,
 5=they're proud of me,

Earned positive

6=good comments earned through his/her work,
 7=encouraging progress and praising progress,
 8=if I do something good they're happy and proud,
 9=good/positive comments noticing I've changed/I'm changing,

Corrective positive

10=she's a surrogate mum, tells me off when I'm doing wrong, what you doing now, why you doing this and just get round here will you,
 she's 60, she's lovely, she came to see me in rehab,
 11=praise when good, encouragement, also could do better, also don't be a twat, but usually with something constructive,
 12=to sort my life out because she loves me and wants the best for me,
 13=if I'm doing something wrong she'll say look your slipping and she'll help me back up,
 14=lets me know if I'm doing something wrong or if I can complete something like I've got no reason to do it, I'm capable of doing it,
 15=you're doing well for yourself just don't go back to your old ways, you're doing well, keep it up,
 16=if it's good, a good comment, if it's not good they say so,
 17=well done and sort it out, get your head round this will you mate, that kind of thing,

Corrective

18=sort yourself/your life out,

Negative

19=nagging, criticism for drinking, dogs molting, haven't hoovered for a week, how long's the washing up been there,
 20=if I'm doing crap they'll tell me I'm doing crap,
 21=when you going to make me proud, when you going to do something better, when gonna do this, he don't stop, all the time,
 22=tells me off,

Mixed

23=varies,

Indulgent

24=my mum says she always wants me to be happy because I was the youngest of the family I'm special to her because I'm the baby of the family,

Mutual

25=see how everyone is doing, look after each other,
 (missing values: 26=participant not asked)

277 variable – View of factors in criminality (factors)

- Outline of Question: Research suggests that the following factors may play a part in becoming an offender, which of these do you think applies to you?

- The list of factors was offered to participants for their consideration in numerical order and were subsequently categorised as: Thinkingx7, Linksx3, Emotionalityx10, Culturex9, Skillsx3, Biologyx4, Alienationx9, Resourcecx9, Visionx8, Nurturingx13
- Factors were applied to participants scores if they gave a 'yes' to any degree, even if hardly at all, and at any time, including sometimes and in the past, and were also included if any part of a factor was chosen, but not if the part chosen meant the opposite of the factor if seen in its entirety. 'Don't know's were not included.
- The number of factors that an individual selected in each category was used to calculate the possible degree of impact of that category on that individual.

Total number of factors in each category	Categories by initial letter	No impact	Some impact	Much impact	Overwhelming impact	Total impact
13	n	0	1-4	5-9	10	13
10	e	0	1-3	4-7	8	10
9	car	0	1-3	4-6	7	9
8	v	0	1-2	3-5	6	8
7	t	0	1-2	3-4	5	7
4	b	0	1	2	3	4
3	ls	0	1	-	2	3

<u>Culture Category includes these 9 factors</u> 7 Long history of crime, starting young and inc different types of offence, even while under sentence – culture 8 Alcohol and drug use and alcoholism – culture 38 Misconduct from a young age – culture 39 Lying, stealing, sex/drug/alcohol/tobacco experimentation and aggression from a young age – culture 55 Bad things happening to you in your life – culture 60 Drug dealing – culture 61 Weapon use – culture 63 Parents with alcohol or drugs problems – culture 68 Has stressed parents – culture	<u>Vision Category includes these 8 factors</u> 9 Disorganised life – vision 10 Aimless use of leisure time – vision 20 Little effort at school – vision 21 Lack of interest and easily bored at school – vision 22 Not worried about future work when at school – vision 40 Lack of hard and determined work and effort with things – vision 52 Not good at getting things done – vision 53 Poor ability to plan for the future – vision
<u>Skills Category includes these 3 factors</u> 31 Low intelligence and poor with words – skills 36 Poor problem solving – skills 56 Poor social skills – skills	<u>Links Category includes these 3 factors</u> 1 Anti-social/criminal friends – links 43 Being part of a gang in adolescence and now – links 44 Has many friends with drug or alcohol problems – links
<u>Thinking Category includes these 7 factors</u> 3 Anti-social thinking and attitudes – thinking 4 Sees lots of reasons to justify breaking the law – thinking 5 Rejects the law – thinking 6 Tolerates or approves of poor conduct or law breaking behaviour in others – thinking 35 Moral immaturity – thinking 47 Lack of guilt – thinking 59 Positive attitude to drugs and alcohol use – thinking	<u>Biology Category includes these 4 factors</u> 12 Young, male and part of a minority group – biology 13 Biological and genetic and health factors – biology 48 Delays in development – biology 54 Early puberty – biology
<u>Alienation Category includes these 9 factors</u> 14 Indifference to the opinions of others – alienation 16 Tendency to reject others or feel rejected by others – alienation 23 Poor behaviour and truancy at school – alienation 34 Egocentric and selfish – alienation 45 Bullying or being bullied – alienation 49 Callous, hard hearted behaviour – alienation 57 Withdrawn personality – alienation 67 Feeling isolated from other people – alienation 75 Poor communication with people around you – alienation	<u>Resources Category includes these 9 factors</u> 17 Low level of education – resources 18 Long periods of unemployment – resources 19 Long periods of reliance on welfare benefits – resources 24 Attended a badly run school with high levels of poor conduct in it – resources 28 Brought up in a lower class neighbourhood with high levels of crime – resources 29 Brought up by people with little education, low skill jobs/no jobs, family criminality/on benefits – resources 62 Unemployment – resources 64 Born into a large family – resources

<u>Emotionality Category includes these 10 factors</u> 2 Finds lots of reasons to get angry - emotionality 11 Mental health issues - emotionality 32 Emotional instability - emotionality 33 When frustrated gets resentful and angry - emotionality 37 Not good at coping with things - emotionality 41 Restless, adventurous, impulsive, enjoys risk, pleasure seeking, daring - emotionality 42 Prone to negative emotions - emotionality 50 Wanting attention and difficulties in paying attention - emotionality 51 Behaved worse as a child whenever you were disciplined - emotionality 58 Aggressive - emotionality	65 Has a teenaged or single mother – resources <u>Nurturing Category includes these 13 factors</u> 15 Unstable marital history – nurturing 25 Little affection or unity at home when growing up and now – nurturing 26 Little supervision or discipline at home when growing up and now - nurturing 27 Neglect or use at home when growing up and now - nurturing 30 Brought up by people with poor parenting skills - nurturing 46 Parents approving of or not tackling your problem behavior - nurturing 66 Poor relationship with partner – nurturing 69 Several changes in who parented you as a child - nurturing 70 Physical punishment as a child - nurturing 71 Inconsistent discipline as a child - nurturing 72 Poor relationship with parents - nurturing 73 Your parents had low hopes of you - nurturing 74 Poor supervision of you by your parents - nurturing
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Research suggests that the following factors may play a part in becoming an offender, which of these do you think applies to you?			
Order No	Par No	Content: Breakdown Total Vulnerabilities	Work References;
1	13	70n -e -c -a -r -v -t -b -l -s n x 1/13 e x 0/10 c x 0/9 a x 0/9 r x 0/9 v x 0/8 t x 0/7 b x 0/4 l x 0/3 s x 0/3 total=0 over=0 much=0 some=n no=ecarvtbls	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
2	28	70n 41e -c 34a45a -r -v 6t -b -l -s n x 1/13 e x 1/10	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources

		c x 0/9 a x 2/9 r x 0/9 v x 0/8 t x 1/7 b x 0/4 l x 0/3 s x 0/3 total=0 over=0 much=0 some=neat no=crvbls	
3	6	70n -e -c 23a57a 64r 20v21v -t -b -l 31s n x 1/13 e x 0/10 c x 0/9 a x 2/9 r x 1/9 v x 2/8 t x 0/7 b x 0/4 l x 0/3 s x 1/3 total=0 over=0 much=0 some=narvs no=ectbl	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
4	16	-n 32e41e42e 8c 34a 64r -v 35t -b -l -s n x 0/13 e x 3/10 c x 1/9 a x 1/9 r x 1/9 v x 0/8 t x 1/7 b x 0/4 l x 0/3 s x 0/3 total=0 over=0 much=0 some=ecart no=nvbls	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources

5	8	66n 11e32e33e37e 8c -a -r 9v -t -b -l -s n x 1/13 e x 4/10 c x 1/9 a x 0/9 r x 0/9 v x 1/8 t x 0/7 b x 0/4 l x 0/3 s x 0/3 total=0 over=0 much=e some=ncv no=artbls	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
6	19	-n 50e 8c60c -a -r -v 3t35t59t 12b 1l -s n x 0/13 e x 1/10 c x 2/9 a x 0/9 r x 0/9 v x 0/8 t x 3/7 b x 1/4 l x 1/3 s x 0/3 total=0 over=0 much=t some=ecbl no=narvs	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
7	31	15n66n 32e37e42e 8c 16a67a75a -r 10v53v 35t47t59t 12b -l -s n x 2/13 e x 3/10 c x 1/9	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources

		a x 3/9 r x 0/9 v x 2/8 t x 3/7 b x 1/4 l x 0/3 s x 0/3 total=0 over=0 much=t some=necavb no=rls	
8	15	72n 2e33e41e58e 8c38c39c55c61c68c 23a 18r28r62r 21v52v 3t59t 12b 1l -s n x 1/13 e x 4/10 c x 6/9 a x 1/9 r x 3/9 v x 2/8 t x 2/7 b x 1/4 l x 1/3 s x 0/3 total=0 over=0 much=ec some=narvtbl no=s	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
9	1	-n 2e33e37e41e51e58e 8c68c 23a45a -r 9v10v20v21v22v 3t35t47t59t 12b 1l -s n x 0/13 e x 6/10 c x 2/9 a x 2/9 r x 0/9 v x 5/8 t x 4/7 b x 1/4 l x 1/3 s x 0/3 total=0 over=0 much=evt some=cabl no=nrs	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
10	26	25n27n30n46n70n74n	NOT SELECTED 18 Long periods of unemployment - resources

		11e42e 8c55c 75a 28r 9v -t -b 1144l -s n x 6/13 e x 2/10 c x 2/9 a x 1/9 r x 1/9 v x 1/8 t x 0/7 b x 0/4 l x 2/3 s x 0/3 total=0 over=l much=n some=ecarv no=tbs	NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
11	3	15n25n66n69n70n72n73n74n 37e51e 39c68c 23a75a 28r65r -v -t 12b 1144l -s n x 8/13 e x 2/10 c x 2/9 a x 2/9 r x 2/9 v x 0/8 t x 0/7 b x 1/4 l x 2/3 s x 0/3 total=0 over=l much=n some=ecarb no=vts	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
12	10	27n46n66n70n71n72n73n 2e37e41e 39c55c 16a23a 28r 20v21v 6t59t -b 1144l -s n x 7/13 e x 3/10 c x 2/9 a x 2/9	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources

		r x 1/9 v x 2/8 t x 2/7 b x 0/4 l x 2/3 s x 0/3 total=0 over=l much=n some=ecarvt no=bs	
13	20	15n66n 41e 8c38c55c60c 14a 19r62r 9v 47t 54b 1l44l -s n x 2/13 e x 1/10 c x 4/9 a x 1/9 r x 2/9 v x 1/8 t x 1/7 b x 1/4 l x 2/3 s x 0/3 total=0 over=l much=c some=nearvtb no=s	NOT SELECTED 18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
14	25	15n66n 11e32e37e41e42e 55c 57a67a75a 62r 9v 4t 13b -l 36s56s n x 2/13 e x 5/10 c x 1/9 a x 3/9 r x 1/9 v x 1/8 t x 1/7 b x 1/4 l x 0/3 s x 2/3 total=0 over=s much=e some=ncarvtb no=l	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

15	4	27n70n72n73n 11e32e33e37e42e50e 55c 16a45a75a 17r18r29r62r64r 20v21v52v 3t 12b -l 31s56s n x 4/13 e x 6/10 c x 1/9 a x 3/9 r x 5/9 v x 3/8 t x 1/7 b x 1/4 l x 0/3 s x 2/3 total=0 over=s much=erv some=ncatb no=l	18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
16	14	26n27n70n71n72n74n 37e51e 7c8c38c39c63c68c 23a 17r18r19r24r64r65r 9v20v21v22v52v53v 3t -b 1l44l 36s n x 6/13 e x 2/10 c x 6/9 a x 1/9 r x 6/9 v x 6/8 t x 1/7 b x 0/4 l x 2/3 s x 1/3 total=0 over=vl much=ncr some=eats no=b	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
17	9	72n 11e32e33e37e41e42e50e58e 38c55c60c61c 34a57a67a75a 18r19r62r 9v10v40v52v53v 3t35t 13b 1l44l 36s n x 1/13 e x 8/10 c x 4/9	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

		a x 4/9 r x 3/9 v x 5/8 t x 2/7 b x 1/4 l x 2/3 s x 1/3 total=0 over=el much=cav some=nrtbs no=0	
18	24	66n71n72n73n 2e33e37e41e50e51e58e 38c39c55c68c 16a23a34a67a 17r18r19r24r28r62r64r65r 9v20v21v22v40v 3t35t 12b13b -l 36s56s n x 4/13 e x 7/10 c x 4/9 a x 4/9 r x 8/9 v x 5/8 t x 2/7 b x 2/4 l x 0/3 s x 2/3 total=0 over=rs much=ecavb some=nt no=l	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
19	2	15n25n27n30n66n70n72n73n74n 32e33e37e41e42e50e58e 8c39c55c63c68c 16a23a34a45a57a67a75a 62r64r 9v10v52v53v 59t 12b13b48b 44l 36s56s n x 9/13 e x 7/10 c x 5/9 a x 7/9 r x 2/9 v x 4/8 t x 1/7 b x 3/4 l x 1/3 s x 2/3 total=0 over=abs much=necv some=rtl no=0	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
20	23	15n25n30n46n66n70n71n72n73n	18 Long periods of unemployment - resources

		2e11e32e33e37e41e42e50e58e 8c38c39c55c63c68c 14a16a23a34a75a 17r18r19r62r64r65r 9v21v22v40v -t 12b48b 43l44l 36s56s n x 9/13 e x 9/10 c x 6/9 a x 5/9 r x 6/9 v x 4/8 t x 0/7 b x 2/4 l x 2/3 s x 2/3 total=0 over=els much=ncarvb some=0 no=t	19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
21	32	25n26n27n30n46n66n69n70n71n72n73n74n 33e37e41e51e58e 7c8c38c39c55c60c63c 14a16a23a45a49a67a75a 17r24r28r29r62r64r65r 9v20v21v22v40v52v53v 59t -b 1l 3ls n x 12/13 e x 5/10 c x 7/9 a x 7/9 r x 7/9 v x 7/8 t x 1/7 b x 0/4 l x 1/3 s x 1/3 total=0 over=ncarv much=e some=tl no=b	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
22	27	25n26n27n46n66n69n70n71n72n73n74n 2e11e33e37e41e42e50e51e58e 8c38c55c63c68c 16a23a34a45a49a57a67a75a 17r18r19r29r62r64r65r 20v22v40v52v53v 47t59t 54b 44l 36s56s n x 11/13 e x 9/10 c x 5/9 a x 8/9	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

		r x 7/9 v x 5/8 t x 2/7 b x 1/4 l x 1/3 s x 2/3 total=0 over=nears much=cv some=tbl no=0	
23	17	25n26n46n66n69n70n71n72n73n74n 2e32e33e41e50e51e58e 7c8c38c39c63c68c 14a16a23a34a67a75a 17r18r19r24r28r29r62r 9v20v21v22v40v52v 3t4t5t47t59t 31b 11441 -s n x 10/13 e x 7/10 c x 6/9 a x 6/9 r x 7/9 v x 6/8 t x 5/7 b x 1/4 l x 2/3 s x 0/3 total=0 over=nrvtl much=eca some=b no=s	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
24	30	-n -e 7c8c39c 45a67a75a -r 9v40v -t -b 11431441 -s n x 0/13 e x 0/10 c x 3/9 a x 3/9 r x 0/9 v x 2/8 t x 0/7 b x 0/4 l x 3/3 s x 0/3 total=l over=0 much=0 some=cav no=nertbs	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources NOT SELECTED 62 Unemployment - resources
25	22	15n70n 33e41e58e	NOT SELECTED 18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits –

		8c39c 23a49a 17r24r62r64r 9v10v20v21v22v 3t6t59t -b 1l43l44l 31s n x 2/13 e x 3/10 c x 2/9 a x 2/9 r x 4/9 v x 5/8 t x 3/7 b x 0/4 l x 3/3 s x 1/3 total=l over=0 much=rvt some=necas no=b	resources 62 Unemployment - resources
26	12	25n 2e51e 7c38c55c 14a23a45a49a 17r18r24r28r62r 9v20v21v22v53v 3t5t 12b 1l43l44l -s n x 1/13 e x 2/10 c x 3/9 a x 4/9 r x 5/9 v x 5/8 t x 2/7 b x 1/4 l x 3/3 s x 0/3 total=l over=0 much=arv some=nectb no=s	18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
27	35	25n26n70n72n 41e51e 7c39c61c63c 23a 17r18r24r28r62r64r65r 9v10v20v21v22v -t 12b 1l43l44l -s n x 4/13 e x 2/10 c x 4/9 a x 1/9 r x 7/9	18 Long periods of unemployment - resources NOT SELECTED 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

		v x 5/8 t x 0/7 b x 1/4 l x 3/3 s x 0/3 total=l over=r much=cv some=neab no=ts	
28	7	-n 32e33e37e41e42e58e 7c8c55c61c 14a45a49a57a 17r18r19r24r28r62r 40v -t -b 1l43l44l 31s56s n x 0/13 e x 6/10 c x 4/9 a x 4/9 r x 6/9 v x 1/8 t x 0/7 b x 0/4 l x 3/3 s x 2/3 total=l over=s much=ecar some=v no=ntb	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
29	33	25n26n46n70n71n72n73n74n 2e33e37e41e42e50e51e58e 7c38c55c61c63c68c 16a23a34a45a49a57a75a 18r19r24r28r29r62r64r 10v20v21v40v52v53v 3t4t5t6t47t59t 12b48b54b 1l43l44l 36s56s n x 8/13 e x 8/10 c x 6/9 a x 7/9 r x 7/9 v x 6/8 t x 6/7 b x 3/4 l x 3/3 s x 2/3 total=l over=earvtbs much=nc some=0 no=0	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
30	5	72n73n74n 2e33e37e50e58e 7c8c38c39c55c61c68c	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

		16a23a 17r18r19r28r62r64r 9v10v20v21v22v40v52v53v 47t 12b54b 1144l 31s36s56s n x 3/13 e x 5/10 c x 7/9 a x 2/9 r x 6/9 v x 8/8 t x 1/7 b x 2/4 l x 2/3 s x 3/3 total=vs over=cl much=erb some=nat no=0	
31	36	15n27n46n66n69n70n72n 11e32e33e37e41e42e50e58e 7c8c39c55c60c 14a16a23a45a49a57a67a75a 17r18r19r24r62r65r 9v10v20v21v22v40v52v53v 3t35t59t 13b48b54b 1143l44l 31s36s n x 7/13 e x 8/10 c x 5/9 a x 8/9 r x 6/9 v x 8/8 t x 3/7 b x 3/4 l x 3/3 s x 2/3 total=vl over=eabs much=ncrt some=0 no=0	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources
32	34	25n26n27n30n46n66n69n72n73n74n 37e41e42e50e58e 7c8c38c39c55c60c61c63c68c 14a16a23a45a49a57a67a75a 17r18r19r28r29r62r64r65r 9v10v20v21v22v40v 3t35t47t59t 12b48b54b 1143l44l 31s36s56s n x 10/13 e x 5/10 c x 9/9 a x 8/9 r x 8/9 v x 6/8	18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources 62 Unemployment - resources

		t x 4/7 b x 3/4 l x 3/3 s x 3/3 total=cls over=narvb much=et some=0 no=0	
33	11	9v15n19r25n (26-75 not asked) thus incomplete n/a n/a	NOT SELECTED 18 Long periods of unemployment - resources 19 Long periods of reliance on welfare benefits – resources NOT ASKED 62 Unemployment - resources
34	18 21 29 37	missing	n/a

(missing values: 34=participant not asked)

278 variable – View of list of factors (viewlist)

- Outline of Question: What does looking at that list make you think?

- Categories:

Impersonal understanding

1=struck by the number of problems people face,

2=reasons why people could offend,

3=eye opener about the sort of walks of life other people that offend come from,

4=if people have had a bad childhood it may affect their offending, not that it applies to me,

5=it doesn't really apply to me but for those deprived with bad early life, no moral guidance, sucked into crime that spirals, stigmatized by prison,

6=that it's true. Bad upbringing can make people go down the wrong road,

Rejects

7=offence one off for me, never going to happen again so all this stuff not relevant for me cos I'm not a typical criminal,

8=not an excuse for offending/doesn't make you offend,

9=rejects list as not relevant to self and as excuses, you're looking for bad homes and bad families to breed bad people, but I'm not a bad person cos been to prison, it was not an active decision on my part to offend,

10=it's just the researchers' own thoughts,

11=my offending is nothing to do with my parents,

Selects to personalize

12=some fit, but some don't like stressed parents, don't think that affected me as a child, as too young to think about it,

13=not all of them, I don't think that being punished as a child makes you offend, I do a lot of drinking, drugs,

14=fitted some but can't blame anyone such as society or parents, only self, my mistake, I accept punishment, now see can sort things out and I will,

15=I agree with some of them, but highlights the ones s/he does not agree with and says s/he had a good upbringing and it was just him/er being the blacksheep and peer pressure,

16=for me not problems when young nor with background nor upbringing, but when older eg poor problem solving, not seeking help, no one to turn to,

Personalised understanding and relates it to both others and self

17=shows that people are similar and relates it to self,

18=I've lacked the love and care I've needed in my life, as others have too, we need loving discipline not over discipline,

19=makes you think about how it all started, why you did what you did, it helps, if things changed it could help young people before they're too old to change,

Personalised understanding and relates it to self

20=my life is a big hassle, it's got loads of things going on, it's made me realize,

21=it's made me think a lot, it's made a lot of the things make sense,

22=mad, mad all them things and me, definitely relates to me,

23=that I'm doing good in certain things,

24=lots to think of, realise where slacked and where progressed, brings back a lot, hard to answer where answers mixed,

25=my life was shit, that's why I want to change it, no point bitching about it, might as well do something about it myself instead,

26=it was part of my life to me, just part of me growing up, never close to my parents, don't speak to my mum,

Nothing

27=don't know,

28=nothing,
 29=not a lot really, just lots of different people commit crime,
 30=I think I've answered them properly and it's just the way it is,
 (missing values: 31=participant not asked, 32=unclear)

279 variable – View of elements that would be or were helpful in his/her sentence (senel)

- Outline of Question: Which of these elements, which have been considered in other research, do you think you would benefit from being included in your sentence package?
- Categories: understanding, resources, expression, connection, knowledge
- yes to any degree of likelihood at any time,

<u>Understanding</u>	<u>Resources</u>	<u>Expression</u>	<u>Connection</u>	<u>Knowledge</u>
1 Training on improving your attitudes and values - understanding	21 Help resolving accommodation problems - resources	5 Training in assertiveness - expression	13 Education in awareness of how victims may feel - connection	14 Education on drug and alcohol abuse - knowledge
2 Training in problem solving - understanding	22 Help resolving money management problems - resources	6 Training in communicating with others - expression	16 Education on the relationship with your partner – connection	15 Education on responsible road use - knowledge
3 Training in reasoning and thinking things through - understanding	23 Help gaining employment - resources	7 Training to improve your behaviour - expression	17 Education on parenting your child/ren – connection	18 Education on your rights and responsibilities as a citizen - knowledge
4 Training in putting things into perspective - understanding	24 Help gaining access to education or training - resources	8 Training to improve your self-control - expression	20 Help resolving family problems - connection	19 Education on how to protect your own health and safety - knowledge
9 Training in understanding and developing yourself - understanding	25 Help resolving health problems - resources	11 Training in empowerment - expression		27 Access to advice whenever you need it - knowledge
10 Training in self-esteem - understanding	26 Help gaining access to leisure pursuits - resources			
12 Training in different ways to be masculine - understanding				

1=all of them (27)
2=all except 1u (26)
3=all except 15k and also 12u to which s/he says I don't have a problem with that, a lot of people think I'm gay and I'm not, I'm straight, society stereotypes and is judgemental and nb s/he has no children so excludes 17c (24)
4=all except 12u 15k 25r (24)
5=all except 16c 17c 20c (24)
6=all except 1u 2u 4u 6e (23)
7=all except 16c 20c 21r 23r and partially 14r to which s/he says I don't need that as much but other people might (22)
8=all except 16c because we've got a good relationship and 17c because I've got like my boyfriend's mum and 25r because I ain't got no health problems nb she is female so not asked 12u nb s/he says s/he doesn't drive so excludes 15k (22)
9=all except 1u 2u 18k 17c nb she is female so not asked 12u (22)
10= all except 12u 13c 21r 22r nb doesn't drive so not 15k (22)
11= all except 1u 2u 15k 5e nb she is female so not asked 12u (22)
12=all except 14k 15k 13c 16c 17c and partially 7e to which s/he says some parts of it and nb she is female so not asked 12u (20)
13=all except 11e 12u 15k 18k 19k 16c 17c (20)
14=all except 12u, 16c 17c 20c 24r 25r 26r (20)
15=all except 5e 11e 14k 18k 21r 22r 26r nb she is female so not asked 12u nb s/he has no partner and excludes 16c and s/he has no children so excludes 17c (17)
16=all except 6e 11e 12u 22r 24r 26r 14k 27k 16c 17c nb s/he says she doesn't drive so excludes 15k (16)
17= all except 2u 12u 7e 11e 15k 21r 22r 23r 24r 26r 17c all need 10u (16)
18=all except 6e 9u 10u 12u 18k 19k 14r 21r 22r 23r 25r 16c 17c (14)
19=all except 6e 7e 8e 13c 12u 14k 18k 19k 27k 23r 24r 26r nb s/he says s/he doesn't drive so excludes 15k nb s/he has no partner and excludes 16c and s/he has no children so excludes 17c (12)
20=only chose 2u 3u 4u 10u 13c 16c 22r 23r 24r 26r 27k 21r when coming out of prison (12)
21=only chose 1u 3u 4u 13c 16c 22r (6)
22=only chose 8e 14r 20c 21r 22r (5)
23=only chose 2u 4u 15k 13c 16c plus I'm alright now for 7e and 9u (5)
24=only chose 7e 13c 14k 15k (4)
25=only chose 13c 24r 26r 27k (4)
26= only chose 21r 22r 23r 24r (4)
27=only chose 4u 15k 18k (3)
28=only chose 27k but gave general endorsement to all and believed his/her sentence package had one way or another covered all (1)
29=gave general endorsement to all and believed his/her sentence package had one way or another covered all and specifically say 14k

should be given to everyone but specifically excludes 20c saying that although there are problems that hurt her just leave it nb she is female so not asked 12u nb doesn't need 21r as she has a 3 bed house (0)
30=says none of them but advocates 9u for everyone and all for people if they are down but says s/he is fine, while saying no to 2u+27k he rejects because he has them already through probation officer, excludes 25r because in good health (0)
31=none of them (0)
32=none of them, not even 15k even though s/he says would benefit everyone (0)
(missing values: 33=participant not asked)

280 variable – Belief in his/er entitlement to benefit from a society s/he undermines (entitlb)

- Outline of Question: Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?

- Suggested Answers: Yes/no

- Categories:

Unconditional yes

1=yes,

2=I don't know, yeah I think I deserve it,

3=yes cos if not you put offenders or ex-offenders under such pressure you'd create circumstances for more offending,

4=yes still think they're entitled to everything they should be getting/everyone is still entitled/everyone has the right,

Yes because of contribution

5=yes if you've tried to get a job or you've worked, you pay your taxes,

6=yes and no, maybe a point system, maybe prioritise non offenders or exclude those who opt out by offending, but as a tax payer I would be miffed to be excluded and services and the law are supposed to be for all,

7=yes because I pay tax,

Yes for self not for more serious

8=yes if people only do small offences then they stop, but no if persistent offenders. I'd like to think I did deserve it,

9=yes for self, but no for other offenders s/he sees as worse than him/er,

10=in my situation I think I deserve it, I've paid my time, but if there had been something serious happen because of what I did then I wouldn't think I was entitled perhaps,

11=no for persistent offenders, after say three offences, s/he has made clear throughout that his/er offence was a one off,

Yes and no

12=yes cos everyone eventually gonna have to pay the price for stuff and no cos I've taken everything away from society,

13=yes but if they didn't give anything to offenders then it would be a lot better for everyone else,

No

14=no or not really,

15=feel bad when in hospital on substances, wasting their time, taking up their space cos of my behaviour,

16=not really no, I don't think you should be given sort of things if you take the mickey,

(missing values: 17=participant not asked)

281 variable – Belief in his/er entitlement to freedom in a society s/he undermines (entitlf)

- Outline of Question: Do you think you have the right to your freedom within society, if you undermine society by committing offences?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes,

After paid

2=not free, punished for being punished, shouldn't punish after sentence, no point punishing if restrict rest of life,

3=court decide and once you've served your punishment you should have freedom to be treated same as everyone else in society,

4=no for persistent offenders, but for self it was a one off and s/he has already paid the price,

Partial

5=yes and no/in some ways,

6=curtailed to some extent,

7=no not really, it all depends what crime you committed,

8=not if I did it again, not after everybody helping me so much and being so supportive, would be a slap in their faces,

9=no, not if you undermine it that much, obviously you've got to know that if you do something wrong you're going to go to prison,

No

10=no or not really or de facto no,

No answer

11=court decide,

12=uncomfortable at the thought of answering that,

(missing values: 13=understanding unclear or partially unclear, 14=participant not asked)

282 variable – View on level of motivation (levmot)

- Outline of Question: Which of these statements, which research has suggested may be linked to your level of motivation, do you think best applies to you?

- Suggested Answers:

You see the value in working for what you want and do it because it is your duty (1)

You do what needs to be done in the circumstances (2)

You decide on what you want and act on it consistently seeing things through and finding satisfaction in it (3)

You see the value in working for what you want and see that as being part of who you are (4)

You don't want to change because you have no control over what happens (5)

You do whatever needs to be done because you feel better when you have done it (6)

- Categories:

- only a free and unmodified pick of the whole

Alternative interpretation:

Disempowered

You don't want to change because you have no control over what happens (5)

Need driven

You do what needs to be done in the circumstances (2)

You do whatever needs to be done because you feel better when you have done it (6)

See value

You see the value in working for what you want and do it because it is your duty (1)

You see the value in working for what you want and see that as being part of who you are (4)

Empowered

You decide on what you want and act on it consistently seeing things through and finding satisfaction in it (3)

Order; gp1=3,
gp2=4,1,
gp3=6,2,
gp4=5,

Group1

1=3,

Group1+2

2=3, 4,

Group2

3=4,

4=1,

Group1, 2+3

5=3, 4, 1, 6,

6=3, 4, 1, 2,

7=3, 4, 2,

8=3, 1, 2,

9=3, 4, 1, 6, 2,

Group1+3

10=3, 6, 2,

Group2+3

11=4, 1, 6,

12=1, 2,

Group3

13=6,

14=2,

All

15=3, 4, 1, 6, 2, 5

None

16=6, I feel better because Jesus feels better, I don't do it for me, it's because I want to please Jesus, but it's not like a duty, it's a love relationship, I do it because I love him,

17=none, (missing values: 18=no clear understanding, 19=participant not asked)

283 variable – View of how well s/he takes care of him/erself (careself)

- Outline of Question: Do you take good care of yourself with good food and plenty of sleep and exercise?

- Suggested Answers: Yes/no

- Categories:
 1=yes or de facto yes,
 2=try to,
 3=in some ways,
 4=try to in some ways,
 5=reasonably, yes I've started. It's part of fixing myself,
 6=only recently,
 7=better than before but not as well as I should,
 8=normally do, but haven't been lately, though I've been trying to again, I've just started getting back into it,
 9=not as well as I should,
 10=no,
 (missing values: 11=participant not asked)

284 variable – View on stage of change (stagchan)

- Outline of Question: Which of these statements, which research has suggested may be linked to stages of change, do you think best applies to you?

- Suggested Answers:

You are aware you have problems that need to be overcome and have an idea of how to overcome them. (1)
 You have a plan of how to manage situations when you might get into trouble and you always act on it. (2)
 You can see how changing could improve your life. (3)
 You are starting to think of yourself as a different person. (4)
 You have become involved with groups or people who can help you change. (5)
 You cope with situations where you might have got into trouble in the past without any trouble. (6)
 You are starting to see the benefits of change and to reward yourself for that change. (7)
 You keep telling yourself you are capable of change. (8)
 You think about the upset caused when things go wrong and how much better things could be. (9)

Alternative interpretation:

Preaction

Thought of change

You think about the upset caused when things go wrong and how much better things could be. (9)

Thought becomes vision

You can see how changing could improve your life. (3)

Encouraging self to act on vision

You keep telling yourself you are capable of change. (8)

Plan forming of how to act

You are aware you have problems that need to be overcome and have an idea of how to overcome them. (1)

Action

Seeking Help to change

You have become involved with groups or people who can help you change. (5)

Reinforcing change

You are starting to see the benefits of change and to reward yourself for that change. (7)

Postaction

New Identity Forming

You are starting to think of yourself as a different person. (4)

Consistent Planned Action in line with New identity

You have a plan of how to manage situations when you might get into trouble and you always act on it. (2)

Plan integrated into New Identity

You cope with situations where you might have got into trouble in the past without any trouble. (6)

Order: gp1=6 2 4

gp2=7 5

gp3=1

gp4=8 3 9

- Categories:
 - only when definite

Includes only gp1

1=6,

Gp1+4
 2=3,4,
Gp2+4
 3=5,7,8,9,
Gps1,3+4
 4=1, 4, 8,
Only gp3
 5=1,
Gps3+4
 6=1,3,
 7=1,9,
Most from gp4
 8=1,3,5,9,
 9=1,3,9,
 10=3,7,8,9,
Only gp4
 11=8,
 12=3,
 13=9,
Excludes gp3
 14=yes to all except 1, (23456789)
Excludes gp1
 15=yes to all, except 2, (13456789)
 16=yes to all, except 1, 2, (3456789)
 17=yes to all except 2,6,7, (134589)
 18=yes to all, except 2,6,7,9, (13458)
All
 19=yes to all,
None
 20=they're all about change and I don't want to change, I'm quite happy the way I am so, none of them,
 (missing values: 21=no clear understanding, 22=participant not asked, 23=on the phone and not thinking about answers given)

285 variable – Assessment of his/her decision making (assdec)

- Outline of Question: How do you make decisions.....?
- Suggested Answers:

Think long and hard (1)

Worry about what to decide (2)

Let someone else make the decisions (3)

Talk decisions through with other people (4)

Wait and see what happens (5)

- Categories:

Contemplative (12)

Think long and hard (1)

Worry about what to decide (2)

Interactive(4)

Talk decisions through with other people (4)

No contemplation(35)

Wait and see what happens (5)

Let someone else make the decisions (3)

Nb adding worry goes lower except in noncontemplative where absence of worry is detrimental

Contemplative+Interactive(124)

1=1,4,

2=1,2,4,

Interactive(4)

3=mostly 4,

4=4,

Contemplative(12)

5=1,

6=1,2

7=2,

Mixed

8=1,2, sometimes 5 and other times 4,

Noncontemplative(35+)

9=mostly 5, sometimes 1 and sometimes 3,

10=5 but I shouldn't do, I should be much more decisive,

11=5,

12=I know it should be 1 and I am learning I think, but actually I'm very impulsive,

13=toss a coin,

(missing values: 14=participant not asked)

286 variable – Effect of probation on getting work (probwork)

- Outline of Question: Does being on probation help or hinder you in getting work in any of the following ways:

- Suggested Answers:

Helps motivate you to make an effort to find work (P1)

Is a good source of support and advice (P2)

Puts employers off employing you (N1)(inc their knowledge of criminality/criminal record)

Gets in the way of work appointments and work schedules (N2) (inc when s/he works around it to any degree even if it works around him/er too but not when it only works around him/er)

- Categories:

Positive

1=P1,

2=P2,

3=P1+2,

4=P2, if you had a job they would fit in around you,

Positive with only negative N1

5=P1&2, N1 in the future, not N2 at the moment because they are flexible around my life commitments,

6=P2, and sometimes N1,

7=P1+2, N1,

8=P1+2, and tries to avoid N1 as I never declare it unless I have to, and not N2 because they're quite flexible,

Mixed

9=P2, N1+N2,

10=N2 but they do their best to fit round me and if you put nothing in then no point in them helping, its just a matter of a different routine, I want to do it to get it fixed,

11=N2 but also helps you by explaining abit more about you to employers and where it's coming from a person that's not a criminal, it helps you out,

12=P1+2, N1+2,

13=P1+2, sometimes N1 and it gets in the way of my other commitments but not N2 because I'm not working,

14=P1+N2 and maybe/could be P2+N1,

15=P1+2, N2 and sometimes/maybe/not sure about N1,

16=P1, N1+N2,

Negative

17=I've got a job so N1 doesn't apply but it would if I didn't have, I didn't tell of my criminal record to get my job for fear it'd stop me being employed, probation is hindering my time,

18=N1+2,

19=N2 a bit but I can work around it,

20=N2,

21=none of them really, I can work round N2, but if I didn't have a job then probably N1,

(missing values: 22=participant not asked)

287 variable – Opportunity to express self (oppexp)

- Outline of Question: Is there anything that you would like to say?

- Categories:

Nothing

1=no or not really,

Probation

2=probation has improved since I first committed offences, its a brilliant service now especially here, they're wonderful, I've got qualifications here in numeracy and literacy,

3=my probation officer is wonderful with support, help, encouragement, caring, arranging services for me,

4=grateful for what people are doing for me, if it wasn't for them and me wanting to do it, I could still be in the gutter,

5=probation should work intensively with you til you're ready to stop, til they can see you've reached your goals,

Thought

6=it's quite interesting, it's made me think a lot about myself,

7=it was interesting,

8=it's been helpful to think through things again, it's like a refresher course,

Statement

9=I'm sorry,

10=thank you,

11=I would like to put here my side of the story,

12=it's been emotional, happy with life now, looking forward to starting work, in nice relationship, things good at home,

(missing values: 13=inaudible, 14=participant not asked because s/he had to leave)

288 variable – View of how offenders should be dealt with (offdeal)

- Outline of Question: How do you think people should be dealt with when they commit offences?

- Categories:

Self centred

1=serious offences should be a lot more punished than they are now but with things like myself this is the perfect thing for somebody like me,

2=prison or probation or do community work without pay which I can't do,

Rehabilitation alongside punishment

3=given the proper support and help them change, not just punished,

4=need punishment to wake up and threat of more to stop, but administered in loving way not a harsh way,

5=punish with prison or non-custodial or mix as suits, then rehabilitate with ongoing help and a welcome back into society, addressing their circumstances,

6=harsh but helpful,

7=it depends on the offence, but prison makes people worse. I keep reoffending so a course is best for me not prison but the thought of prison does deter me,

8=punished but not given a criminal record so they can't then get work,

Punishment

9=punished,

10=people should realise they done wrong and take it on the chin,

11=prison and be very harsh on 'them perverts',

Offence centred

12=depends on the offence,

13=it depends on the offence, mugging old people is not right, people should work to earn a living not rob off people,

Offender centred

14=individually and depending on their circumstances, not just dealt with and judged by the book, every person is different,

15=see person, punish to fit, to move forward not drag back, I'm seen as bad cos won't join course,

16=the way I've been dealt with because it's changed my life, though should be different punishments for different offences, but everyone should be given a chance, not if taking mickey/re-offending but if see good in them as judge did in me, then help, not lock up, because sometimes that could affect them even more, I'm very grateful for what I've been given,

17=I think they should be taken case by case and at least given an opportunity, again depending on what degree of offence,

Endorses status quo

18=same as now/same way as I was dealt with,

19=same as now, but not tagging which is useless, build more prisons cos it stops crime, get them when they're young,

Justly

20=don't judge people till you know more about it,

21=depends on the crime and should be fair sentencing as people with the same offence get very different sentences atm,

22=by the law/I believe in the law/through the courts,

23=firmly but fairly,

24=fairly,

Warning

25=give them a warning at first but not just a warning as if they've got away with it, keep them in the cells over night,

(missing values: 26=participant not asked because s/he had to leave)

289 variable – View of anything s/he got out of this interview (gotany)

- Outline of Question: What do you think you might have got out of this interview process today?

- Categories:

Thought

1=it was a bit of a refresher course,

2=it was interesting, an eye opener,

3=helps me think about things,

4=quite alot, quite interesting, things I didn't really, hadn't really thought about before, which I'll reflect on later,

5=knowing all these questions and stuff has been quite helpful,

6=good look back basically to what I want to do, what I'm doing,

7=I've learned a lot,

8=some understanding of things,

9=loads of things, I can't explain it, it's like I've got the questions answered that I wanted to hear,
 10=get more sort of experience that way,
 11=making me re think of not getting into trouble again,
 12=it's made me think about myself and cheered me up a little bit as well and its got my brain ticking, my thought process,
 13=made me realise that loads of other people are criminals, there's not a specific person that does something,
 14=interesting to be asked opinions, made me think, authorities dealing with crime have got a difficult job,
 15=reflecting, thinking time, brought up old emotions and feelings, reminded me that it's not the way of life,
 16=the first time I've met you in my life and actually talked about how I'm feeling, that's quite big,

Pleasure

17=I don't know, maybe how to be patient [laughing because it was so long], I have enjoyed it though,
 18=good things like a chance to talk and a hug when I was upset,
 19=longest I've sat down and talked to somebody, I'm quite happy to have sat down and done it,

Helping

20=helping the interviewer,

Payment

21=the £10 voucher,

Nothing

22=tired,

23=nothing, I'm really hungry,

24=don't know,

25=waste of time,

(missing values: 26=inaudible or incomplete, 27=participant not asked because s/he had to leave)

290 variable – Willingness to be interviewed again (willagain)

- Outline of Question: Would you be willing to be interviewed again at a future date?
- Suggested Answers: Yes / no / maybe
- Categories: 1=yes, 2=maybe or conditional, 3=no, (missing values: 4=participant not asked because s/he had to leave)

291 variable – Debrief comments (debrief) FROM TAPE AND DEBRIEF FORM

- Categories:

1=no,

2=only one thing sometimes the questions were not relevant to me,

3=(on debrief form after tape switched off)can use anything from the interview (can attribute)

4=(on debrief form after tape switched off)can use anything from the interview (anon)

5=not to judge people (anon), (and on debrief form)

6=if it wasn't for Jesus Christ I'd be dead (anon), (and on debrief form)

7=everybody has their own individual reasons why they do things don't they and it doesn't make sense, some things don't make people bad, it's just the way life is to some people. Anything is possible if you want to turn it round, anything is possible but not everybody, just because people do things like I did, doesn't mean to say they're a bad person. People have struggles, that's it, end of really innit. And our Government is shit. Honestly, seriously, doing what they're doing by paying single mothers, young people fortnightly, they're causing problems, they haven't got a clue, they have not got a clue. It's gonna go through the roof, you're gonna have young girls in and out of courts, police stations and everywhere else and young men because they're trying to provide for their families because they're being paid fortnightly, they don't know how to manage their money, there's not enough information out there that says, this is how we'll help you budget, it's just madness. Fortnightly, it's just madness, that's alright for single men but not for young mothers that have got children who still want to be out there on a Friday night and then bang, their money's gone or there's people like me that have children, get all their money in one hit for a fortnight in one day, then what you gonna feed your kids for the next fortnight, it's gone, it's madness (anon), (and on debrief form she emphasises her core messages to supplement the tape as follows) "don't pay fortnightly." "people have struggles." "our government is shit." (anon)

8=all I know is that alright probation's a good thing, yeah and it is a good thing but I have to say that the day, you done one moment of madness in one night, you've done a moment of madness and you get two years probation, so for that first, the day, night before you've got to go you've got the hump it brings up the whole day. The day you're there you've got the hump it brings up that whole, that day again and the day after so for two years you've got to relive a moment of madness about three, three days in the week so when people say about this not going to jail, with some people I can understand why they want to go to jail because they get their, they do their three months or whatever and then they haven't got to think about it, if they could just come out and they haven't got to think about it so that's the only sort of toss up between the two, it's like you know what, sometimes I think Jesus, I wish I'd have just gone to jail because you are, you're reliving a moment of madness all the time so it's like people say you're not being punished oh it's probation you should get longer time but it ain't, you, you feel bad the day before you've got it, the day you've got it and the day after you've got it so you have plenty of time to reflect... sorry I've done these the wrong way round But you know, I can understand why people say, oh sod it, send me to jail for three weeks or whatever and then I haven't got to do six months probation but at the same token then you're not learning. I think if you do go to jail they should at least teach you some stuff, have I don't know, have group sessions like that in there (anon or attributed), (and on debrief form he emphasises his core messages to supplement the tape as follows) for two years you have to relive a moment of madness for three days every week (anon or attributed),

9=people are responsible for their own actions, it's all too easy for offenders to say, oh it's society, it's circumstances whatever they were in, I do think it's important that the judgment, probation society recognise the circumstances that people are in but it's also important the offenders recognise they had control of their actions at every point in time. Erm and it's right that that person should serve their punishment erm and that's right because otherwise ____ so what would stop people re-offending. Erm, but I do think the education throughout the prison, re-educating people, rehabilitating people is important and I do just feel that there are obstacles that are in, in peoples way when they come out and it's trying to get, trying to get through that, erm. I'd be very interested actually to, to have erm, I don't know whether it's through probation or the police the, their opposing opinion on the, on the disclosure part of it because I can understand, you see to me, to me what would be better would be, I can see in certain jobs, somebody ____ you wouldn't want, you wouldn't want a... somebody who's committed sexual grooming to go and work in a school, you wouldn't, you know, I as a parent myself, I wouldn't want myself teaching in a school. I think that I, I'm determined to not re-offend and everything but it would be stupid to even put myself in a potential dangerous position having committed a crime, that would be wrong so... that you do need controls over certain people, what jobs people do. Erm, but for me I don't always see the point in saying well ok, if you've got a certain crime like a sexual offence, should that affect erm, somebody working in an office as a recruitment consultant where maybe, you know, have any dealing with people under 16 erm, and everything and I think, I think what there should be is maybe a case of, should be a system whereby erm, it may involve the PPU if that's relevant for a case and probation and whatever, taking a set erm, decision, looking at each individual case and saying, what's this persons crime, what job is the person going for and then that puts the onus upon that person as they're going for each job has to tell probation which is a bit of a bind for them but still, I, I would much rather be able to sort of get in touch with PPU and probation and say you know, I'm going for such and such a job erm, you know what my background is, my criminal record, do you think this job is applicable for me, do you think I'm able to do it, yes or no, if it's a yes say, do you really think that disclosure is necessary for this and maybe in some cases it's yes and other cases it's no and then having ____ law is actually at that point erm, in some circumstances you do have to make a disclosure and others you don't. And then there isn't... but I, again, that isn't an easy system to put in place, Perhaps it's easier to put in place just having an overall system saying you have to disclose but I think it would actually, I think it's an obstacle sometimes, an unnecessary obstacle at times for ex-offenders which, lets face it, if you can put an ex-offender can get into a job, get their self-esteem, the self-esteem quite often with most people ____ boredom would often make people re-offend so if you take them off the street, off, you know off the street, put them into a job, get them, give them the self-esteem, they're quite often going to be less likely to re-offend (anon or attributed only to Mr and his surname)

10=I don't know what your end goal is but you're treating everybody as a criminal, Everything is geared towards... being a criminal. With the questionnaire you're treating everybody as a criminal straightaway when there's, no matter what they say you're trying to find an excuse or reason for why they did it, I think through that you were trying to find an excuse for a reason why I did what I did. There isn't one. So you're hunting down... I mean you're trying to blame friends, family, trying to... whether it was if I lived in a council flat, I had 18 children and stuff like that, you're trying to find an excuse for it. You're trying to find a reason but nine times out of ten there is no reason. That's true of most the people I met while I was in there, ____ spur of the moment things, ok I did something and I've got to pay for it, you're trying to find a reason for doing something on the spur of the moment. First question should be is this something you've done a lot, if they say no then tear up the questionnaire. You're looking for reasons why things go wrong yet it could be the fact that some guys standing up there having a drink and someone feels his girlfriend up and he turns round and hits him in the face, it's not something that I would do but if he hits him in the face and kills him then he's going to end up doing time for a spur of the moment thing. I think 90% of men would [respond with violence on the spur of the moment](#). If you were standing next to me and someone felt you up and I was out with you, then I'd have to... I would feel that part of my duty to go and say sorry mate, can you stop doing that and then if he throws a punch and I throw one back, then if I knock him out or he hits his head on the table and falls down and kills himself, so purely for my self-respect and respect for you, I've ended up killing somebody and you could end up doing prison for it. It's not a social up bringing... actually it probably is, yeah it is a bad point because I was raised right. You've done all your research and you've sifted through endless other papers and peoples' comments, By doing that, you're just following the trend. You don't want to re do what other people have done or use other research or just go straight at it. You're gauging what you do on what everybody else's scale. You could take that questionnaire and go to the town centre and drag somebody aside ____ you'd probably have more luck getting straighter answers from people out in the street. You could have done this survey out there instead of in here. Your captive audience. Everybody out there does exactly the same as you, speeds down the road. Might have stolen a sweet. ... eight or nine or whatever and learned right from from wrong because of it so. To get a balanced report, you need to have... the other side. To someone who hadn't gone through it. I think you'd be much better off getting... the thoughts of somebody out there and thinking how probation deals with people. Much fairer. If you'd asked me a year ago what I thought probation services would have been like... it's irrelevant to me, I know it's about thousands of types, take thousands of types, I come in here, I have a chat, I'm not going to re-offend, my crime was done 6 years ago, I've been working in the same job ever since, knowing my business ____ problem with me, they understand that I ____ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday. I think I probably typical. Let's hope I dealt a really shit hand, I hope I am. I think there's got to be thousands of people out there exactly the same as me... got to be. I don't use probation services... probation services uses me. I think it uses me by keeping track of me that's all, I come in here and see whoever I had to see I've had several probation officers interview me since I've been here you know.... [Probation officers have not been any use in any way at all](#) I don't need them. I didn't need anything at the start but like I say I was under the cosh for 5 years before, I pleaded guilty at the first chance and four years later I got sent down, it should have been done in the first year, shouldn't have waited four years for me to get sentenced when I pleaded guilty. Probation has done absolutely nothing for me apart from take from take my Thursday mornings up. If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so. And the court case

doesn't finish for the people ____ so but... I'm still under the cosh for it. It has effected all my finances. I think if you get my view of probation from the inside and somebody's view of probation on the outside, then you've got a comparison. I don't think you're running a blind trial. Everybody's looking for a cash deal, ____ a painter and decorator, do you pay him... I'd probably pay in cash and if you pay in cash you're propagating it. I understand they're working within margins but like I say, it's not a double blind trial. I'd like that to be stated. That's it's concentrated on a criminal element and not general aspect. I think you need to use that as part of your introduction **Question from researcher: specifically what do you want me to do** I don't know nothing specific I just think that you need to mention that it is a, you know, it's not a trial by jury sort of thing, you need to run through and work ____ I'm not here to be all and end all, I'm here to concentrate on ____ have more definition first **So people, so when, so it's clear to people I'm just concentrating on that** Yeah. You're running through guidelines, you're not wavering all over the place **Right, so concentrate on the criminal element and not the general aspect, should be explained to participants, yeah** And in the report. So that if somebody reads it they'll realise as soon as they read it they think ah, they're not dealing with everyone, just dealing with a specific side of (interviewer's choice whether to include comments in research or simply bear it mind and no discussion of whether it is to be anon or not) (and on debrief form he emphasises his core messages to supplement the tape as follows) concentrating on the criminal element and not general aspect which should be explained to participants and in the report (no additional info given on anonymity on form)

Work references from debrief comments at no10 above is participant 28;

I've been working in the same job ever since, knowing my business ____ problem with me, they understand that I ____ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here (to probation) I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday.(later he goes on to say) If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so.

11=just try and get a few other people to do the research. People that have a problem with probation, they need to do it. Coz if they want something done, that's what they need to be explaining, if they want something done about it, they've got to talk to people about it. Otherwise nothing's gonna get done, (and on debrief form he emphasises his core messages to supplement the tape as follows) get people to speak who have a problem with probation(no additional info given on anonymity on form)

12=crime don't pay simple as that. Not a way of life. Wrong. (can attribute don't mind either way) (and on debrief form he emphasises his core messages to supplement the tape as follows) "crime don't pay. Not the way of life. Wrong" (attribute or anon don't mind either way)

13=(on debrief form after tape switched off)"prefer one to one work personally". "group work was too mixed with young people and older people. I didn't get much out of it. I got more out of one to one talks with my probation officer" (no view given on anonymity or otherwise)

14=(on debrief form after tape switched off) "some of the group work has nothing to do with the problems that you've got" (attribute)

15=(on debrief form after tape switched off) improve police treatment, probation is fine, my probation officer is lovely, (anon)

16=(on debrief form after tape switched off) "help youngsters before they get into wrong situations because once you've got a record it feels like there's no way out", (anon)

17=(on debrief form after tape switched off) interviewer has been helpful (no view given on anonymity or otherwise)
(missing values: 18=participant not asked because s/he had to leave)

292 variable – Quotations (quotes) FROM TAPE AND DEBRIEF FORM

- Categories:

1=no,

2=(on debrief form after tape switched off)can use anything from the interview (can attribute)

3=(on debrief form after tape switched off)can use anything from the interview (anon)

4=if it wasn't for Jesus Christ I'd be dead (anon), (and on debrief form)

5=not to judge people (anon), (and on debrief form)

6=everybody has their own individual reasons why they do things don't they and it doesn't make sense, some things don't make people bad, it's just the way life is to some people. Anything is possible if you want to turn it round, anything is possible but not everybody, just because people do things like I did, doesn't mean to say they're a bad person. People have struggles, that's it, end of really innit. And our Government is shit. Honestly, seriously, doing what they're doing by paying single mothers, young people fortnightly, they're causing problems, they haven't got a clue, they have not got a clue. It's gonna go through the roof, you're gonna have young girls in and out of courts, police stations and everywhere else and young men because they're trying to provide for their families because they're being paid fortnightly, they don't know how to manage their money, there's not enough information out there that says, this is how we'll help you budget, it's just madness. Fortnightly, it's just madness, that's alright for single men but not for young mothers that have got children who still want to be out there on a Friday night and then bang, their money's gone or there's people like me that have children, get all their money in one hit for a fortnight in one day, then what you gonna feed your kids for the next fortnight, it's gone, it's madness (anon), (and on debrief form she emphasises her core messages to supplement the tape as follows) "don't pay fortnightly." "people have struggles." "our government is shit." (anon)

7=all I know is that alright probation's a good thing, yeah and it is a good thing but I have to say that the day, you done one moment of madness in one night, you've done a moment of madness and you get two years probation, so for that first, the day, night before you've got to go you've got the hump it brings up the whole day. The day you're there you've got the hump it brings up that whole, that day again and the day after so for two years you've got to relive a moment of madness about three, three days in the week so when people say about this not going to jail, with some people I can understand why they want to go to jail because they get their, they do their three months or whatever

and then they haven't got to think about it, if they could just come out and they haven't got to think about it so that's the only sort of toss up between the two, it's like you know what, sometimes I think Jesus, I wish I'd have just gone to jail because you are, you're reliving a moment of madness all the time so it's like people say you're not being punished oh it's probation you should get longer time but it ain't, you, you feel bad the day before you've got it, the day you've got it and the day after you've got it so you have plenty of time to reflect... sorry I've done these the wrong way round But you know, I can understand why people say, oh sod it, send me to jail for three weeks or whatever and then I haven't got to do six months probation but at the same token then you're not learning. I think if you do go to jail they should at least teach you some stuff, have I don't know, have group sessions like that in there (anon or attributed), (and on debrief form he emphasises his core message to supplement the tape as follows) for two years you have to relive a moment of madness for three days every week (anon or attributed),

8=people are responsible for their own actions, it's all too easy for offenders to say, oh it's society, it's circumstances whatever they were in, I do think it's important that the judgment, probation society recognise the circumstances that people are in but it's also important the offenders recognise they had control of their actions at every point in time. Erm and it's right that that person should serve their punishment erm and that's right because otherwise ____ so what would stop people re-offending. Erm, but I do think the education throughout the prison, re-educating people, rehabilitating people is important and I do just feel that there are obstacles that are in, in peoples way when they come out and it's trying to get, trying to get through that, erm. I'd be very interested actually to, to have erm, I don't know whether it's through probation or the police the, their opposing opinion on the, on the disclosure part of it because I can understand, you see to me, to me what would be better would be, I can see in certain jobs, somebody ____ you wouldn't want, you wouldn't want a... somebody who's committed sexual grooming to go and work in a school, you wouldn't, you know, I as a parent myself, I wouldn't want myself teaching in a school. I think that I, I'm determined to not re-offend and everything but it would be stupid to even put myself in a potential dangerous position having committed a crime, that would be wrong so... that you do need controls over certain people, what jobs people do. Erm, but for me I don't always see the point in saying well ok, if you've got a certain crime like a sexual offence, should that affect erm, somebody working in an office as a recruitment consultant where maybe, you know, have any dealing with people under 16 erm, and everything and I think, I think what there should be is maybe a case of, should be a system whereby erm, it may involve the PPU if that's relevant for a case and probation and whatever, taking a set erm, decision, looking at each individual case and saying, what's this persons crime, what job is the person going for and then that puts the onus upon that person as they're going for each job has to tell probation which is a bit of a bind for them but still, I, I would much rather be able to sort of get in touch with PPU and probation and say you know, I'm going for such and such a job erm, you know what my background is, my criminal record, do you think this job is applicable for me, do you think I'm able to do it, yes or no, if it's a yes say, do you really think that disclosure is necessary for this and maybe in some cases it's yes and other cases it's no and then having ____ law is actually at that point erm, in some circumstances you do have to make a disclosure and others you don't. And then there isn't... but I, again, that isn't an easy system to put in place, Perhaps it's easier to put in place just having an overall system saying you have to disclose but I think it would actually, I think it's an obstacle sometimes, an unnecessary obstacle at times for ex-offenders which, lets face it, if you can put an ex-offender can get into a job, get their self-esteem, the self-esteem quite often with most people ____ boredom would often make people re-offend so if you take them off the street, off, you know off the street, put them into a job, get them, give them the self-esteem, they're quite often going to be less likely to re-offend (anon or attributed only to Mr and his surname)

9=I don't know what your end goal is but you're treating everybody as a criminal, Everything is geared towards... being a criminal. With the questionnaire you're treating everybody as a criminal straightaway when there's, no matter what they say you're trying to find an excuse or reason for why they did it, I think through that you were trying to find an excuse for a reason why I did what I did. There isn't one. So you're hunting down... I mean you're trying to blame friends, family, trying to... whether it was if I lived in a council flat, I had 18 children and stuff like that, you're trying to find an excuse for it. You're trying to find a reason but nine times out of ten there is no reason. That's true of most the people I met while I was in there, ____ spur of the moment things, ok I did something and I've got to pay for it, you're trying to find a reason for doing something on the spur of the moment. First question should be is this something you've done a lot, if they say no then tear up the questionnaire. You're looking for reasons why things go wrong yet it could be the fact that some guys standing up there having a drink and someone feels his girlfriend up and he turns round and hits him in the face, it's not something that I would do but if he hits him in the face and kills him then he's going to end up doing time for a spur of the moment thing. I think 90% of men would [respond with violence on the spur of the moment](#). If you were standing next to me and someone felt you up and I was out with you, then I'd have to... I would feel that part of my duty to go and say sorry mate, can you stop doing that and then if he throws a punch and I throw one back, then if I knock him out or he hits his head on the table and falls down and kills himself, so purely for my self-respect and respect for you, I've ended up killing somebody and you could end up doing prison for it. It's not a social up bringing... actually it probably is, yeah it is a bad point because I was raised right. You've done all your research and you've sifted through endless other papers and peoples' comments, By doing that, you're just following the trend. You don't want to re do what other people have done or use other research or just go straight at it. You're gauging what you do on what everybody else's scale. You could take that questionnaire and go to the town centre and drag somebody aside ____ you'd probably have more luck getting straighter answers from people out in the street. You could have done this survey out there instead of in here. Your captive audience. Everybody out there does exactly the same as you, speeds down the road. Might have stolen a sweet. ... eight or nine or whatever and learned right from wrong because of it so. To get a balanced report, you need to have... the other side. To someone who hadn't gone through it. I think you'd be much better off getting... the thoughts of somebody out there and thinking how probation deals with people. Much fairer. If you'd asked me a year ago what I thought probation services would have been like... it's irrelevant to me, I know it's about thousands of types, take thousands of types, I come in here, I have a chat, I'm not going to re-offend, my crime was done 6 years ago, I've been working in the same job ever since, knowing my business ____ problem with me, they understand that I ____ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday. I think I probably typical. Let's hope I dealt a really shit hand, I hope I am. I think there's got to be thousands of people out there exactly the same as me... got to be. I don't use probation services.... probation services uses me. I thinks it uses me by keeping track of me that's all, I come in here and see whoever I had to see I've had several probation officers interview me since I've been here you know.... [Probation officers have not been any use in any way at all](#) I don't need

them. I didn't need anything at the start but like I say I was under the cosh for 5 years before, I pleaded guilty at the first chance and four years later I got sent down, it should have been done in the first year, shouldn't have waited four years for me to get sentenced when I pleaded guilty. Probation has done absolutely nothing for me apart from take from take my Thursday mornings up. If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so. And the court case doesn't finish for the people ___ so but... I'm still under the cosh for it. It has effected all my finances. I think if you get my view of probation from the inside and somebody's view of probation on the outside, then you've got a comparison. I don't think you're running a blind trial. Everybody's looking for a cash deal, ___ a painter and decorator, do you pay him... I'd probably pay in cash and if you pay in cash you're propagating it. I understand they're working within margins but like I say, it's not a double blind trial. I'd like that to be stated. That's it's concentrated on a criminal element and not general aspect. I think you need to use that as part of your introduction **Question from researcher: specifically what do you want me to do** I don't know nothing specific I just think that you need to mention that it is a, you know, it's not a trial by jury sort of thing, you need to run through and work ___ I'm not here to be all and end all, I'm here to concentrate on ___ have more definition first **So people, so when, so it's clear to people I'm just concentrating on that** Yeah. You're running through guidelines, you're not wavering all over the place **Right, so concentrate on the criminal element and not the general aspect, should be explained to participants, yeah** And in the report. So that if somebody reads it they'll realise as soon as they read it they think ah, they're not dealing with everyone, just dealing with a specific side of (interviewer's choice whether to include comments in research or simply bear it mind and no discussion of whether it is to be anon or not) (and on debrief form he emphasises his core messages to supplement the tape as follows) concentrating on the criminal element and not general aspect which should be explained to participants and in the report (no additional info given on anonimity on form)

Work references from quotations at no9 above is participant 28:

I've been working in the same job ever since, knowing my business ___ problem with me, they understand that I ___ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here (to probation) I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday.(later he goes on to say) If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so.

10=just try and get a few other people to do **the research**. People that have a problem with probation, they need to do it. Coz if they want something done, that's what they need to be explaining, if they want something done about it, they've got to talk to people about it. Otherwise nothing's gonna get done, (and on debrief form he emphasises his core messages to supplement the tape as follows) get people to speak who have a problem with probation(no additional info given on anonimity on form)

11=crime don't pay simple as that. Not a way of life. Wrong. (can attribute don't mind either way) (and on debrief form he emphasises his core messages to supplement the tape as follows) "crime don't pay. Not the way of life. Wrong" (attribute or anon don't mind either way)

12=(on debrief form after tape switched off)"prefer one to one work personally". "group work was too mixed with young people and older people. I didn't get much out of it. I got more out of one to one talks with my probation officer" (no view given on anonimity or otherwise)

13=(on debrief form after tape switched off) "some of the group work has nothing to do with the problems that you've got" (attribute)

14=(on debrief form after tape switched off) improve police treatment, probation is fine, my probation officer is lovely, (anon)

15=(on debrief form after tape switched off) "help youngsters before they get into wrong situations because once you've got a record it feels like there's no way out", (anon)

16=(on debrief form after tape switched off) interviewer has been helpful (no view given on anonimity or otherwise)

(missing values: 17=participant not asked because s/he had to leave)

293 variable – Matters for interviewer to bear in mind for future interviews (interview) FROM TAPE AND DEBRIEF FORM

- Categories:

1=no,

2=(on debrief form after tape switched off)any future interviews should be with the same interviewer,

3=clearer questions/confusing questions (on debrief form or tape)

4=praised interviewer, (on debrief form or tape)

5=make it shorter/make list smaller/enough questions, (on debrief form or tape)

6=too long for one day because start losing concentration,

7=(on debrief form after tape switched off) ensure questions are relevant,

8=(on debrief form after tape switched off) be aware of listening,

9=I don't know what your end goal is but you're treating everybody as a criminal, Everything is geared towards... being a criminal. With the questionnaire you're treating everybody as a criminal straightaway when there's, no matter what they say you're trying to find an excuse or reason for why they did it, I think through that you were trying to find an excuse for a reason why I did what I did. There isn't one. So you're hunting down... I mean you're trying to blame friends, family, trying to... whether it was if I lived in a council flat, I had 18 children and stuff like that, you're trying to find an excuse for it. You're trying to find a reason but nine times out of ten there is no reason. That's true of most

the people I met while I was in there, ____ spur of the moment things, ok I did something and I've got to pay for it, you're trying to find a reason for doing something on the spur of the moment. First question should be is this something you've done a lot, if they say no then tear up the questionnaire. You're looking for reasons why things go wrong yet it could be the fact that some guys standing up there having a drink and someone feels his girlfriend up and he turns round and hits him in the face, it's not something that I would do but if he hits him in the face and kills him then he's going to end up doing time for a spur of the moment thing. I think 90% of men would **respond with violence on the spur of the moment**. If you were standing next to me and someone felt you up and I was out with you, then I'd have to... I would feel that part of my duty to go and say sorry mate, can you stop doing that and then if he throws a punch and I throw one back, then if I knock him out or he hits his head on the table and falls down and kills himself, so purely for my self-respect and respect for you, I've ended up killing somebody and you could end up doing prison for it. It's not a social up bringing... actually it probably is, yeah it is a bad point because I was raised right. You've done all your research and you've sifted through endless other papers and peoples' comments, By doing that, you're just following the trend. You don't want to re do what other people have done or use other research or just go straight at it. You're gauging what you do on what everybody else's scale. You could take that questionnaire and go to the town centre and drag somebody aside ____ you'd probably have more luck getting straighter answers from people out in the street. You could have done this survey out there instead of in here. Your captive audience. Everybody out there does exactly the same as you, speeds down the road. Might have stolen a sweet. ... eight or nine or whatever and learned right from from wrong because of it so. To get a balanced report, you need to have... the other side. To someone who hadn't gone through it. I think you'd be much better off getting... the thoughts of somebody out there and thinking how probation deals with people. Much fairer. If you'd asked me a year ago what I thought probation services would have been like... it's irrelevant to me, I know it's about thousands of types, take thousands of types, I come in here, I have a chat, I'm not going to re-offend, my crime was done 6 years ago, I've been working in the same job ever since, knowing my business ____ problem with me, they understand that I ____ and I got caught out and that's all there is to it so it hasn't made any role on me so I come in here I say hello, thank you very much, goodbye, you know, yeah lovely nice sunshine and how was your holiday. I think I probably typical. Let's hope I dealt a really shit hand, I hope I am. I think there's got to be thousands of people out there exactly the same as me... got to be. I don't use probation services... probation services uses me. I think it uses me by keeping track of me that's all, I come in here and see whoever I had to see I've had several probation officers interview me since I've been here you know.... **Probation officers have not been any use in any way at all** I don't need them. I didn't need anything at the start but like I say I was under the cosh for 5 years before, I pleaded guilty at the first chance and four years later I got sent down, it should have been done in the first year, shouldn't have waited four years for me to get sentenced when I pleaded guilty. Probation has done absolutely nothing for me apart from take from take my Thursday mornings up. If I was doing any work, my hourly rate is £480 an hour so taken an hour out of my day, admittedly they've been very good. I mean for me to go and stand somewhere for an hour and put my professional opinion over, it's going to cost somebody a lot of money. Fair play to them here at the end of the day because they've been really good to me and I said well I'd like to do it on a Thursday morning, I'd like to do this, I'd like to do that and they said yes, that's fine, they said would you like an evening meeting I said no because I can't guarantee I can make it, I said I know that Thursday's I go into work at eight o'clock, I come up here at ten o'clock and ten past ten I'm back in the office or on my way out to go and do my job. But it's also taken those other two hours out where I should be off doing stuff trying to rush my way round so. And the court case doesn't finish for the people ____ so but... I'm still under the cosh for it. **It has effected** all my finances. I think if you get my view of probation from the inside and somebody's view of probation on the outside, then you've got a comparison. I don't think you're running a blind trial. Everybody's looking for a cash deal, ____ a painter and decorator, do you pay him... I'd probably pay in cash **and if you pay in cash** you're propagating it. I understand they're working within margins but like I say, it's not a double blind trial. I'd like that to be stated. That's it's concentrated on a criminal element and not general aspect. I think you need to use that as part of your introduction **Question from researcher: specifically what do you want me to do** I don't know nothing specific I just think that you need to mention that it is a, you know, it's not a trial by jury sort of thing, you need to run through and work ____ I'm not here to be all and end all, I'm here to concentrate on ____ have more definition first **So people, so when, so it's clear to people I'm just concentrating on that** Yeah. You're running through guidelines, you're not wavering all over the place **Right, so concentrate on the criminal element and not the general aspect, should be explained to participants, yeah** And in the report. So that if somebody reads it they'll realise as soon as they read it they think ah, they're not dealing with everyone, just dealing with a specific side of (and on debrief form he emphasises his core messages to supplement the tape as follows) concentrating on the criminal element and not general aspect which should be explained to participants and in the report (missing values: 10=participant not asked because s/he had to leave)

Variable 294

Recoding of all the yes answers(6.1-3) to variable 294(actdesire) on relationship between desire/reason and action as grouped above
 RECODE desirimpexp (8=2) (21=5) (25=7) (26=8) (27=9) (28=10) (29=11) (1 thru 7=1) (9 thru 11=3) (12 thru 20=4) (22 thru 24=6) (30 thru 31=6) (ELSE=12) INTO actdesire.

VARIABLE LABELS actdesire 'relationship between desire and action'.

EXECUTE.

variable 7 answers from those who gave var 6.1&2 (yes)

Because of action

1=*improved to a good life* eg good job, nice car, nice house, nice friends,

2=*improving a functioning life* eg climbing at work/mobile to get ongoing work/applied to train for better work while working,

3=*improved to a functioning life* ie back working and having a new partner,

4=*starting to establish a functioning life* ie is drunk less, relationships improving, at work, does more, improving reading, wellbeing and talking about problems,

5=*maintaining life* eg keeping place orderly and DIY,

6=*starting life* ie moved away to start afresh, awaiting end of probation and driving ban to start a business,

7=*addressing problem life* ie stopping substance abuse,

Because of agreeing to action with reason to act

8=I have got a child on the way *and have agreed* to enter programme where any reoffending seriously punished,

Because must act with reason to act

9=because *growing up and* I have got a child now *and just released so must move forward*,

10=because *you need to* do good and work hard if you want a nice house, nice wife, nice cars,

11=because of *lots of problems not caused by me but by my partner and I don't want this and I do have to do something*,

Because wants to act with reason to act

12=*reached a point to want to break the cycle of crime and prison and want to move forward*,

13=*want to have material things and stop the cycle of getting into trouble*,

14=been on drugs for a little while, I've lost my job and I just want to sort myself out,

15=*want to get back* the life I had before going to court,

16=*want to change and stay out of trouble*,

17=with all of the trouble I've been in, I just want to change it,

18=I have got a child on the way *and growing up and bored of criminal life so want to sort life out*,

19=change my life, I want to be the best I can be in everything I do,

20=I don't know, we always want to do a bit better, I mean I'm a father and a grandfather so I always want to do better for my son and my grandson,

Because of vague desire for improvement

21=*want to do/be better/better myself/people always want to do better/better themselves*,

Because of reason to act but no expression of wanting to act

22=because I haven't really had a chance to improve my life *but now I have got rid of partner*,

23=because I *like the better things in life*,

24=because I have got a child on the way,

Because could act but no expression of wanting to act nor reason to act

25=because I know I can do better than I'm doing now/you can always try to do a little bit better than you're doing,

Because of vague want

26=*vaguely want to/just want to*,

No expression of what is wanted nor action

27=because it can't get any worse than what it is at the moment,

Because must act but no reason to act

28=*others say I am positive when good things happen, but I must pull myself out of my downer when things go bad*,

Expression of want but statement that can't on own

29=realised I've made a big mistake and I just want to get it sorted and it's the sort of thing you can't sort on your own,

6.3(doubtful/partial yes)

Because of reason to act but no expression of wanting to act

30=because I need money really so I can buy my own property,

31=because I didn't have much education at school and if I have to get a job or something like that, I've got the opportunity to do that,

Variable 295

295Recoding of var 8 with regard to pars that gave all the yes answers(6.1-3) as grouped below.Recoding of all the yes answers(6.1-3) to variable 295(acttype) on type of action claimed to improve life as grouped aboveRECODE desirimpact (1 thru 9=1) (10 thru 16=2) (17 thru 21=3) (22 thru 25=4) (26 thru 30=5) (ELSE=6) INTO acttype.VARIABLE LABELS acttype 'type of action claimed to improve life'.EXECUTE.

6.1-3 (yes)

Work

1=working and getting lots of promotion at work,

2=working to sustain/achieve life/goals wanted,

3=more work and earning more money and having a goal to go on holiday,

4=working and applying for additional training to earn more money,

5=working and staying away from trouble,

6=working and sorting life out after losing everything to substance abuse,

7=trying to start own business and trying to settle self and mental state and trying to become financially self sufficient,

8=working and getting through his punishment and its aftermath,

9=working/working hard,

Domestic

10=reading and writing at home and cooking,

11=trying to get a place to live,

12=moved in with partner and trying to live a healthier lifestyle under her good influence,

13=travelling, spending time with family and friends, meeting new people and taking driving test,

14=moved away to start afresh and awaiting end of probation and driving ban to start own business,

15=home improvements plus some cash in hand work,

16=sorted out somewhere to live, started driving lessons again and says s/he wants to go back to education,

Substance abuse

17=reducing substance abuse, avoiding antisocial others and trying to do things positively,
18=staying off alcohol, by resisting, which is very hard, I know I want my life to improve, if I didn't I would give in every time,
19=just doing my DIY, just trying to get off drugs,
20=be nicer to people, just not doing, turning to crime mainly, stopped drinking alcohol, that's probably the main factors,
21=by cutting down on drugs and you know... eventually I want to stop doing drugs... but it's hard,

Seeking work/training

22=trying to get work/training/education,
23=job hunting and just keeping away from people that I've been in trouble with in the past,
24=attending probation and/or probation courses, staying out of trouble and planning to start education/training,
25=actively seeking to gain employment and attending work placement,

Little autonomous action

26=trying to engage with all the services that I can and generally just try and crack on,
27=attending probation and/or probation courses,
28=don't know what to do cos I'm coming to probation, haven't got much freedom, can't go abroad, I'm just writing,
29=identifies the need to find work and earn money for things for respect of self and others and to support family,
30=nothing just waiting for services to sort things out for him/er,

Variable 296

296Recoding of all the work related answers(8.1-9) on the presence or otherwise of stabilising needs in the working group.
Recoding of all the work related answers(8.1-9) to variable 296(workstab) on presence or otherwise of stabilising needs in the working group
RECODE desirmpract (9=1) (1 thru 4=1) (5 thru 8=2) (ELSE=3) INTO workstab.
VARIABLE LABELS workstab 'presence or otherwise of stabilising needs in the working group'.
EXECUTE.

Variable 297

Recoding of all answers(8.1-31) to variable 297(actfail) on type of response to failure of action as grouped above
RECODE contfail (22=4) (1 thru 4=1) (5 thru 12=2) (13 thru 21=3) (ELSE=5) INTO actfail.
VARIABLE LABELS actfail 'type of response to failure of action'.
EXECUTE.

variable 9 answers from those who gave var 8.1-31 (action)

Keeping going/trying

1=intends to just keep going to work, with a plan to eventually try and start a business,
2=intends to just keep going,
3=intends to just keep trying/try again and with a reason to do so,
4=intends to just keep trying/try again,

Is sure

5=is sure it will work out because s/he has a long term/sustainable contract/own business/trade,
6=is sure it will work out if s/he keeps trying,
7=is sure it will work out because s/he says she is determined and is going to do what s/he wants to do,
8=is sure it will work because s/he will work to make it work,
9=is sure it will work out because s/he has people to talk to and turn to if s/he is struggling,
10=is sure it will work out because his/er trust is in God,
11=is sure it will work out because of the value of what is on offer,
12=is sure it will work out,

No useful contemplation

13=who knows, hopefully not commit suicide hey.
14=would continue in a cycle of crime and punishment,
15=says s/he doesn't think like that as it has to work,
16=just gets by and hopes everything will work out because of his/er personal attributes,
17=don't really know, just get on with being a mum I suppose,
18=cannot cope with the concept of things not working out and would panic/become depressed,
19=don't know,
20=hopefully it will work out,
21=no responsibility for things working out/dealing with it eg 'would be stuck' or 'is just waiting' or 'hope it will',

Has a contingency plan

22=has a contingency plan,
(missing values: 23=participant not asked, 24=answer unrelated or question not understood)

Variable 298

Recoding of sure answers(9.5-12) to variable 298(whysure) on explanation of why those who declare they are sure of success hold that belief as per the sure group above
RECODE contfail (5=1) (12=4) (6 thru 8=2) (9 thru 11=3) (ELSE=5) INTO whysure.
VARIABLE LABELS whysure 'explanation of why those who declare they are sure of success hold that belief'.

Variable 299

Recoding of sure answers(9.13-21) to variable 299(noconfail) on personal efficacy in those who cannot contemplate failure usefully as per the no useful contemplation of failure group above

RECODE confail (13=1) (18=1) (20=1) (15=1) (16=1) (19=1) (14=2) (21=3) (17=3) (ELSE=4) INTO noconfail.

VARIABLE LABELS noconfail 'personal efficacy in those who cannot contemplate failure usefully'.

EXECUTE.

Variable 300

Recoding of variable 294(actdesire) to variable 300(acttake) on whether concrete action was claimed or not

RECODE actdesire (1=1) (2 thru 11=2) (ELSE=3) INTO acttake.

VARIABLE LABELS acttake 'whether concrete action was taken or not'.

EXECUTE.

Variable 301

Recoding of all answers to variable 11(belcurlifexp) on how/how not to variable 301(howlifexp) to group as grouped above

RECODE belcurlifexp (22=5) (1 thru 10=1) (11 thru 12=2) (13 thru 16=3) (19 thru 21=3) (17 thru 18=4) (23 thru 24=6) (ELSE=7) INTO howlifexp.

VARIABLE LABELS howlifexp 'how lives being lived were helpful, or otherwise, to improving life'.

EXECUTE.

10.1&2(yes)

Creating positive ambiance

1=doing quite a lot of travelling, seen a lot of different things, meeting a lot of different people and different experiences,

2=doing what's needed for me and my child/ren and staying away from antisocial others and being glad to be alive,

3=having a family life with family/partner/child/ren,

4=new partner, not sitting in on own or going out with mates drinking and things, living normal family life, it's improved health as well,

5=moved away, staying away from drink and people who are bad influence and having a quiet life with family in nice area,

6=started going to the gym,

7=got a good job that s/he enjoys and keeps him/er busy and out of trouble,

8=becoming more independent and responsible by living on own and taking responsibility for partner, child and puppy,

9=got my own place, got my own garden, got my nice space around me, got things to do, I'm lucky,

10=living a normal life, eating properly and my daily routines and just general stuff, seeing my daughter, I've got a life,

Resisting the negative without mention of positive alternative

11=reducing risk of offending by going out less and drinking less,

12=staying away from people/places that lead him/er into trouble,

Reliant on others/circumstances

13=engaging with services that are helping him/er,

14=because s/he has no money to spend on substance abuse because s/he is not working,

15=trying not to allow mental health problems to spoil life and relying on being watched by others so s/he does not harm self or others,

16=because of what others, either formal or informal support, are doing to support him/er,

10.3(doubtful/undermined/partial/conditional yes)

Trying

17=concentrating on writing, investing in it, if it goes well, good, if it doesn't I suppose I'll have to look after my business,

18=trying to get everything back on track,

Reliant on others/circumstances

19=not really doing anything just waiting to see what happens,

20=wants a job and own place, is living with parents who are doing job applying for him/er as s/he has computer use ban,

21=coming to probation is an experience to teach me not to come back here,

Difficulties

22=struggling to manage financially,

10.4(no)

Blaming others/circumstances

23=because of partner,

24=claims trying but says stuck in a rut and blaming others for not providing housing needed,

(missing values: 25=answer inaudible or incomplete, 26=participant not asked)

Variable 302

Recoding of all answers to variable 12(belcapwan) to variable 302(groupcap) to group as Unequivocal Yes, Unsure and No as grouped in variable 13(belcapwanexp)

RECODE belcapwan (5=3) (1 thru 2=1) (3 thru 4=2) (ELSE=4) INTO groupcap.

VARIABLE LABELS groupcap 'grouped level of belief in capacity to do what want with life'.

EXECUTE.

var 12 Categories: 1=emphatic yes, 2=neutral yes, 3=doubtful/partial/conditional/hesitant yes/to an extent I suppose so, 4=neutral/fifty fifty/yes and

Variable 303

Recoding of all answers to variable 13(belcapwanexp) on how/how not to variable 303(howwanexp) to group for 7 key factors of Support, Feelings, Responsivity, Protection, Resources, Trying, Want

RECODE belcapwanexp (3=3) (4=4) (5=2) (6=7) (7=1) (8=7) (9=2) (10=1) (11=4) (12=3) (13=2) (14=3) (20=3) (21=5) (1 thru 2=2) (15 thru 19=6) (22 thru 27=3) (ELSE=8) INTO howwanexp.

VARIABLE LABELS howwanexp 'key factors in capacity to do what is wanted'. EXECUTE.

Var13/302	Var303
12.1&2(yes)	
1=I just feel a lot more stronger and my confidence is brilliant,	2
2=been down bad path, been to jail, now out, got freedom back, feel can do it in my own mind, not just listening to others,	2
3=because takes each day as it comes,	3
4=because medication is controlling his/er mental health and violence and because his/er abusive parent died,	4
5=because just feels like s/he can/you can do anything if you put your mind to it,	2
6=if I want to do something I do it,	7
12.3&4(unsure)	
7=because authority's support provides back up, helps him/er speak to others, feel important and connect working to personal life,	1
8=just if you want something you go and get it don't you, you've just got to have determination,	7
9=because s/he feels independent and able to do things on his/er own,	2
10=finds it daunting/foresees problems endless but relies on others help and support,	1
11=dependent on resolving mental health issues that lead to substance abuse,	4
12=relies on circumstances changing or not changing,	3
13=I don't feel, at the moment anyway touch wood, restricted by health or other issues that could stop me doing what I want to do and achieve, it's all possible,	2
14=will once punishment restrictions are lifted and s/he gets a job,	3
15=vulnerable to poor mental health and lack of money, but tries to find meaning through child/ren,	6
16=short attention span so sometimes get dragged away or sidetracked so I try and keep that side of it going strong,	6
17=it's just a case of getting off drugs really and just being a bit more, to go out and do stuff, go on a course or something,	6
18=depends on getting job and mental resilience, disclosure a problem, but already improving relationships with child/ren,	6
19=depends on whether s/he can stay off substance abuse,	6
20=will once punishment restrictions are lifted and s/he can travel, I like travelling so I'll be travelling,	3
21=I don't feel like I could just walk out in the world and just splash out a load of money to do something,	5
12.5(no)	
22=because of own mood, situation and physical/mental health problems,	3
23=because of controlling partner,	3
24=because of mental health problems,	3
25=because of difficulties with education and learning,	3
26=the presence of the authorities in her life makes him/er feel out of control of own life,	3
27=because sentence requirements hang over him/er, drag him/er back to the past, interfere with relationships/work /life,	3

Variable 304

Recoding of all answers to variable 14(helplife) into variable 304(helpfact) to show all factors for each participant may help life

RECODE helplife (1=2) (11=2) (2=3) (16=3) (10=4) (12=4) (17=5) (18=6) (19=7) (20=8) (21=9) (22=10) (23=11) (24=12) (9=4) (13 thru 15=1) (25 thru 26=13) (3 thru 8=1) (ELSE=14) INTO helpfact.

VARIABLE LABELS helpfact 'factors that help life'.

EXECUTE.

Recoding of all answers to variable 304(helpfact) into variable 305(helpgrou) to show help factors in groups

RECODE helpfact (1=1) (4=1) (11=1) (12=5) (13=6) (2 thru 3=2) (5 thru 6=3) (7 thru 10=4) (ELSE=7) INTO helpgrou.

VARIABLE LABELS helpgrou 'grouped factors that help life'.

EXECUTE.

People

1=family or a family member and work,

2=family or family member and their resources,

3=family and partner/spouse,

4=family and friends,

5=family or family member/s,

6=family, friends and partner,

7=having child/ren and/or grandchildren,

8=family, friends, partner and people s/he looks up to,

9=my family, they're really supportive, can be when I don't let them down,

10=family, just loads of stuff innit, stuff that boosts you,

11=work and supportive adult daughter,

12=knowing people believe in me,

13=partner/spouse,

14=the people around me,
15=god and close friends,
16=friends, family, money,

Self

17=myself, my personal attributes and my responsibility to my child/ren,
18=rehab meetings, staying away from people who are bad influences, self,
19=no one and nothing, just myself,
20=getting on with what s/he wants to do,
21=personal attributes like confidence or motivation,
22=just myself and my personal attributes like motivation,

Circumstances

23=probation and turning point,
24=money,

Nothing

25=s/he just shakes his/her head as if s/he cannot think of anything that helps,
26=not alot really, though when urged to think of something says exercise and that s/he does as much of it as his/her leg allows,
(missing values: 27=inaudible or incomplete answer)

Variable 305

variable – What s/he sees as helpful to own life (helplife)
- Outline of Question: What helps you in your life?
- Categories:

People

1=family or a family member and work,
2=family or family member and their resources,
3=family and partner/spouse,
4=family and friends,
5=family or family member/s,
6=family, friends and partner,
7=having child/ren and/or grandchildren,
8=family, friends, partner and people s/he looks up to,
9=my family, they're really supportive, can be when I don't let them down,
10=family, just loads of stuff innit, stuff that boosts you,
11=work and supportive adult daughter,
12=knowing people believe in me,
13=partner/spouse,
14=the people around me,
15=god and close friends,
16=friends, family, money,

Self

17=myself, my personal attributes and my responsibility to my child/ren,
18=rehab meetings, staying away from people who are bad influences, self,
19=no one and nothing, just myself,
20=getting on with what s/he wants to do,
21=personal attributes like confidence or motivation,
22=just myself and my personal attributes like motivation,

Circumstances

23=probation and turning point,
24=money,

Nothing

25=s/he just shakes his/her head as if s/he cannot think of anything that helps,
26=not alot really, though when urged to think of something says exercise and that s/he does as much of it as his/her leg allows,
(missing values: 27=inaudible or incomplete answer)

Variable 306

Recoding of all answers to variable 15(hindlife) into variable 306(hindgrou) to show factors in groups as grouped above
RECODE hindlife (16=4) (17=5) (18=6) (24=7) (25=9) (1 thru 4=1) (5 thru 10=2) (11 thru 15=3) (19 thru 23=8) (ELSE=10) INTO
hindgrou.

VARIABLE LABELS hindgrou 'grouped factors that hinder life'.

EXECUTE.

15 variable – What s/he sees as an obstacle to own life (hindlife)
- Outline of Question: What gets in your way in your life?
- Categories:

Others

- 1=expartner,
- 2=antisocial others/friends,
- 3=friends and family,
- 4=partners in the plural,

Authorities

- 5=loss of driving license,
- 6=proving his/her innocence,
- 7=having to attend probation and/or other sentence requirements and/or police attention,
- 8=lots of things, specifically rules/constraints,
- 9=many problems, takes no responsibility, blames council and driving ban for threat of homelessness and says he's 'cream crackered',
- 10=criminal record and disclosure getting in the way of getting work and time in prison spoiling family relationships,

Own inadequacies

- 11=mental and physical health problems,
- 12=health problems,
- 13=poor ability to deal with problems and situations,
- 14=mental health problems and the proximity of others seen as an aggressive threat,
- 15=anger,

Delay

- 16=not much, just the slow pace that things happen,

Prosocial life

- 17=work,

Material lack

- 18=lack of money,

Substance abuse

- 19=many varied things seen as random that annoy him/her, including bereavement that got him/her down and led to substance abuse,
- 20=substance abuse,
- 21=substance abuse, driving ban, partner's expartner,
- 22=probably alcohol.... crime used to, I think that's probably about it really,
- 23=substance abuse and people who are a bad influence,

Offending

- 24=offending,

Nothing

- 25=nothing,

Variable 307

Recoding of all answers to variable 17(desircoop) into variable 307(coopgrou) to show factors above in groups

RECODE desircoop (11=3) (1 thru 2=1) (3 thru 10=2) (ELSE=4) INTO coopgrou.

VARIABLE LABELS coopgrou 'grouped level of desire to cooperate'.

EXECUTE.

17 variable – Desire to cooperate with other people (desircoop)

- Outline of Question: Do you want to cooperate with other people?

- Suggested Answers: Yes/No

- Categories:

- 1=emphatic yes,
- 2=neutral yes,
- 3=yes you have to, recognizing the requirement,
- 4=yes you have to, recognizing the requirement and linking it to work,
- 5=yes if people are the right people,
- 6=yes if they are nice to me,
- 7=says s/he gets on with/is cooperative with everyone/a lot of people but without specifically answering the question,
- 8=I'm alright with other people but not, not with the coppers,
- 9=I want to but I find it difficult,
- 10=some or sometimes,
- 11=not anymore or de facto not anymore because I have been taken advantage of/been used whenever I helped others,

Variable 308

var308 shared social and torn social participants

1= Shared Social

2= Torn Social

from var24 variable – Believes society's interests are in own interests (belsocint)

- Outline of Question: Do you think that whatever is in society's best interests is also in your best interests?

- Suggested Answers: Yes/No

- Categories:
1=emphatic yes,
2=neutral yes/1 and 3 balance,
3=doubtful/conditional/partial yes/should do yes/I suppose/mostly,
4=neutral/uncertain/variable/don't know/yes and no/sometimes/depends/some things,
5=uncertain or partial but with a leaning towards no/not always,
6=no or not really or not necessarily,
(missing values: 7=participant not asked)
Recoding of all answers to variable 24(belfselfsocint) into variable 308(sharedtorn) to show which participants are Shared Social and which are Torn Social
RECODE belfselfsocint (1 thru 3=1) (4 thru 6=2) (ELSE=3) INTO sharedtorn.
VARIABLE LABELS sharedtorn 'shared social and torn social participants'.
EXECUTE.
Recoding of all answers to variable 24(belfselfsocint) into variable 308(sharedtorn) to show which participants are Shared Social and which are Torn Social
RECODE belfselfsocint (1 thru 3=1) (4 thru 6=2) (ELSE=3) INTO sharedtorn.
VARIABLE LABELS sharedtorn 'shared social and torn social participants'.
EXECUTE.

24 variable – Believes society's interests are in own interests (belfselfsocint)
- Outline of Question: Do you think that whatever is in society's best interests is also in your best interests?
- Suggested Answers: Yes/No
- Categories:
1=emphatic yes,
2=neutral yes/1 and 3 balance,
3=doubtful/conditional/partial yes/should do yes/I suppose/mostly,
4=neutral/uncertain/variable/don't know/yes and no/sometimes/depends/some things,
5=uncertain or partial but with a leaning towards no/not always,
6=no or not really or not necessarily,
(missing values: 7=participant not asked)

Variable 309
Recoding to variable 309(carepun) as grouped above
RECODE belsoccare (1=1) (2=2) (3 thru 6=3) (7 thru 9=4) (10 thru 17=5) (ELSE=6) INTO carepun.
VARIABLE LABELS carepun 'grouped level of feeling cared for in punishment'.
EXECUTE.

25 variable – Believes society cares about him/er when it punishes him/er (belsoccare)
- Outline of Question: Do you feel that society cares about you when it punishes you?
- Suggested Answers: Yes/No
- Categories:
Emphatic yes
1=emphatic yes,
Yes
2=neutral yes,
Partial yes
3=doubtful/conditional/partial yes, with the care being that magistrates do understand people have problems and don't like punishing them,
4=doubtful/conditional/partial yes, with the care demonstrated by not being sent to prison,
5=doubtful/conditional/partial yes, with the care demonstrated by not being treated like you are subhuman,
6=doubtful/conditional/partial yes, saying society is making it's statement of rights and wrongs,
Mixed
7=yes and no, but mostly yes, because there has to be a punishment, but there must be rehabilitation too and I have been helped more than punished,
8=yes and no, yes cos got to learn/realize your mistakes/route in life but no cos puts you behind/blocks life,
9=neutral/uncertain/mixed/variable/depends/kind of/some do some don't,
Negative
10=expression of hope but believes not,
11=not always/not all the time,
12=if society is told the proper truth, yes, but if society doesn't know, which sometimes happens, then unfortunately I'm stuck,
13=no because didn't understand me and did what was in society's interest not my interest, which I can understand,
14=if you do something wrong you've got to be punished ain't ya,
15=you get punished for your own actions if you do wrong and it's nothing to do with society caring or not,
16=no/generally no,
17=I did feel a bit hard done by at the time, that's why I did re-offend I think,
(missing values: 18=participant not asked, 19=inaudible or incomplete answer)

Variable 310

Recoding to variable 310(resentpun) as grouped above

RECODE ressocpun (1=1) (2=2) (3=3) (4=4) (5 thru 6=5) (7 thru 11=6) (ELSE=7) INTO resentpun.

VARIABLE LABELS resentpun 'grouped level for feeling resentment in punishment'.

EXECUTE.

26 variable – Resents society for punishing him/er (ressocpun)

- Outline of Question: Does being punished make you resent society?

- Suggested Answers: Yes/No

- Categories:

No with acknowledgment

1=no with acknowledgment of benefit and/or justice of it/no, not when know I've done wrong/need to be punished/shown the right way,

No

2=no,

Partial no with acknowledgment

3=doubtful/conditional/partial/eventual/hesitant no but with acknowledgment of benefit and/or justice of it, Partial no

4=doubtful/conditional/partial/eventual/hesitant no,

Mixed

5=neutral/uncertain/conditional/variable/sometimes without leaning either way,

6=depends on whether s/he feels the sentence/treatment is fair/depends on what the punishment was for

Positive

7=yes,

8=resents those with whom s/he got involved with crime when s/he is punished without reference to whether or not s/he resents society,

9=sometimes yeah/yes a bit,

10=to some degree cos alcoholism is an illness so I was punished for illness like the disabled being punished for being disabled,

11=does kind of because when you don't do nothing wrong, do something silly then end up on probation,

(missing values: 12=incomplete or inaudible answer, 13=participant not asked)

Variable 311

Recoding to variable 311(socvictim) as grouped above

RECODE belsocvic (4=2) (1 thru 3=1) (5 thru 12=3) (ELSE=4) INTO socvictim.

VARIABLE LABELS socvictim "grouped view of self as society's victim when punished".

EXECUTE.

27 variable – Believes s/he is society's victim when punished (belsocvic)

- Outline of Question: Do you feel like you are society's victim when you are punished?

- Suggested Answers: Yes/No

- Categories:

No

1=no, because if you do something wrong you have to expect and accept punishment/I put myself there and it's for me to deal with it,

2=no/not really/not at all/no I don't think so,

3=no I don't feel like I'm beaten,

Neutral

4=I've let myself down/ I've brought it upon myself, but hinting at blame on substances/others,

Yes

5=initially yes, but then you start realising that you do what you do so you get punished for it,

6=yes sometimes, but sometimes the punishment is for a reason,

7=uncertain/sometimes/temporary/partial but with a leaning towards yes,

8=yes cos alcoholism is an illness. I'm not blaming society totally. I have my responsibilities but there's little compassion,

9=yes or de facto yes because the police punish me but don't help me when I'm the victim,

10=yes or de facto yes because the police beat me up,

11=yes,

12=a little bit yeah, not much. The victim probably feels worse,

(missing values: 13=inaudible or incomplete answer, 14=participant not asked)

Variable 312

Recoding to variable 312(sorrywhom) as grouped above

RECODE punencpity (1=1) (2=2) (3 thru 8=3) (9 thru 12=4) (13 thru 15=5) (ELSE=6) INTO sorrywhom.

VARIABLE LABELS sorrywhom 'grouped allocation of pity'.

EXECUTE.28 variable – Punishment encourages pity for victim or self (punencpity)

- Outline of Question: Does being punished make you feel sorry for your victim or sorry for yourself?

- Suggested Answers: Yes/No for victim, Yes/No for self

- Categories:

Victim

1=sorry for victim and not self at least to some degree,

Both

2=sorry for both,

Neither

3=explaining not sorry for self and making no reference to being sorry for victim or not and taking blame on self,

4=sorry for neither,

5=sorry for neither belittling or denying victim, but feeling sorry for partner and motivated by punishment to change,

6=sorry for neither belittling or denying victim,

7=sorry for neither belittling or denying victim and painting self as actual victim, but also taking some blame on self,

8=not sorry for victim belittling or denying victim and making no reference to being sorry for self or not,

Self

9=sorry for self, but taking some blame on self,

10=sorry for self,

11=sorry for self and seeing self as victim, but also taking some blame on self,

12=sorry for self belittling or denying victim and painting self as actual victim,

Variable

13=initially both but now realizes it's got to be victim s/he should always feel sorry for and can't blame circumstances,

14=initially both but now read what victim says and doesn't agree with it so doesn't feel sorry for the victim anymore,

15=not sorry for self, sometimes for people I used to do things to but don't do it anymore so don't feel bad anymore,

(missing values: 16=participant not asked, 17=answer unclear with regard to pity)

Variable 313

var313

from var30 variable – What s/he believes society can learn from him/her (whatsolearn)

- Outline of Question: What do you think society can learn from you?

- Categories:

What people in his/her position should do

1= from own experiences, specifically not to commit crime and/or to stay on the straight and narrow (including not abusing substances in 1 instance)

2=from own experiences, specifically to pick yourself up and keep going in adversity or you end up doing wrong and in jail,

3=from own experiences, specifically to change whole behaviour, the way I am, take pride in your life, don't go down the same path I did,

4=from own experiences, specifically that there is a right and wrong way of doing things,

How society should react to people in his/her position

5=show compassion and understanding for people with problems, not point finger, just because they don't have that problem,

6=sometimes good people can flip and act out of character, not indicative of their general being, not that it excuses it,

7=that punishment needs to be timely otherwise it interferes with people moving on,

8=that people can change,

9=not to judge a book by its cover because we are not all bad,

Alternative society/laws/ways of being

10=how to be relaxed,

11=to change/be lenient with the law/society to fit the offender and allow the offence/be lenient with offending/protect offender from offending,

12=his/her own ideas about an alternative society that s/he is writing in a book, but not coherently presented here,

Skills

13=teaching practical skills like building to young people, especially those who have done wrong,

14=how to protect property from theft,

15=practical skills like cooking,

Nothing

16=never been in that situation, I'm a good person, eventually hopefully people can get something out of me, just don't know what,

17=don't know/not sure,

18=nothing/nothing much/not alot,

19=it's never going to happen one person can't change the world,

Recoding to variable 313(teach) as grouped above

RECODE whatsolearn (1 thru 4=1) (5 thru 9=2) (10 thru 12=3) (13 thru 15=4) (16 thru 19=5) (ELSE=6) INTO teach.

VARIABLE LABELS teach 'grouped whatsolearn'.

EXECUTE.

Recoding to variable 313(teach) as grouped above

RECODE whatsolearn (1 thru 4=1) (5 thru 9=2) (10 thru 12=3) (13 thru 15=4) (16 thru 19=5) (ELSE=6) INTO teach.

VARIABLE LABELS teach 'grouped whatsolearn'.

EXECUTE.

From var 30 – What s/he believes society can learn from him/her (whatsolearn)

- Outline of Question: What do you think society can learn from you?

- Categories:

What people in his/her position should do

1= from own experiences, specifically not to commit crime and/or to stay on the straight and narrow (including not abusing substances in 1 instance)

2=from own experiences, specifically to pick yourself up and keep going in adversity or you end up doing wrong and in jail,

3=from own experiences, specifically to change whole behaviour, the way I am, take pride in your life, don't go down the same path I did,

4=from own experiences, specifically that there is a right and wrong way of doing things,

How society should react to people in his/her position

5=show compassion and understanding for people with problems, not point finger, just because they don't have that problem,

6=sometimes good people can flip and act out of character, not indicative of their general being, not that it excuses it,

7=that punishment needs to be timely otherwise it interferes with people moving on,

8=that people can change,

9=not to judge a book by its cover because we are not all bad,

Alternative society/laws/ways of being

10=how to be relaxed,

11=to change/be lenient with the law/society to fit the offender and allow the offence/be lenient with offending/protect offender from offending,

12=his/her own ideas about an alternative society that s/he is writing in a book, but not coherently presented here,

Skills

13=teaching practical skills like building to young people, especially those who have done wrong,

14=how to protect property from theft,

15=practical skills like cooking,

Nothing

16=never been in that situation, I'm a good person, eventually hopefully people can get something out of me, just don't know what,

17=don't know/not sure,

18=nothing/nothing much/not alot,

19=it's never going to happen one person can't change the world,

Variable 314

var314

Recoding of variable 313(teach) to variable 314(giftedless) to show which participants are Gifted Social and which are Giftless Social
RECODE teach (5=2) (1 thru 4=1) INTO giftedless.

VARIABLE LABELS giftedless 'gifted social and giftless social participants'.

EXECUTE.

Recoding of variable 313(teach) to variable 314(giftedless) to show which participants are Gifted Social and which are Giftless Social
RECODE teach (5=2) (1 thru 4=1) INTO giftedless.

VARIABLE LABELS giftedless 'gifted social and giftless social participants'.

EXECUTE.

Variable 315

Recoding to variable 315(learn) as grouped above

RECODE whatlearnsoc (1 thru 10=1) (11 thru 19=2) (ELSE=3) INTO learn.

VARIABLE LABELS learn 'grouped whatlearnsoc'.

EXECUTE.

From var 31 – What s/he believes s/he can learn from society (whatlearnsoc)

- Outline of Question: What do you think you can learn from society?

- Categories:

Specific constructive things

1=how your actions affect others, so don't be so selfish, consider others,

2=being a good person/staying out of trouble/sticking to the rules/doing what's right/not being bad/living a good/normal life,

3=education and skills,

4=leaving a legacy of having taught others just as others did for me and selfbelief,

5=how to get rich quick,

6=to see people can have a caring side,

7=how to live, how to survive,

8=that when I'm under the influence of substances I am an absolute idiot,

9=about life or how to be,

10=respecting people as they are,

Nothing

11=don't know,

12=nothing/nothing much,

13=spoke of things s/he liked in this country instead of his/her original country such as business life, freedom and openmindedness,

14=s/he just goes along with it and does what s/he wants to do within the law,

15=nothing/nothing much as other people just let you down and you should just rely on yourself,

16=nonspecific general recognition of general learning,

17=no not at my age,
18=nothing really, just to be in it,
19=not a lot really, just got to learn for myself,
(missing values: 20=participant not asked, 21=inaudible answer)

Variable 316

Recoding to variable 316(bestway) as grouped above

RECODE whatbestway (18=4) (19=5) (1 thru 5=1) (6 thru 7=2) (8 thru 17=3) (ELSE=6) INTO bestway.

VARIABLE LABELS bestway 'grouped whatbestway'.

EXECUTE.

From var 32 – What s/he believes is best way to achieve what s/he wants (whatbestway)

- Outline of Question: What is the best way you have found to achieve what you want in your life?

- Categories:

Specific constructive actions

1=specific constructive things specifically to be a good person and go to work and do what everybody else does in life,

2=specific constructive things specifically working hard and being punctual so you are not always playing catch up,

3=specific constructive things specifically working and/or working hard,

4=specific constructive things specifically being honest, working, getting on with things, doing a good job, but contemplating failure and resenting not keeping earnings for self,

5=specific constructive things specifically improving education,

Specific undoing of negatives

6=listening to advice, talking about problems, avoiding bottling things up and avoiding substance abuse,

7=stopping substance abuse,

Generalities/outlooks

8=just doing it or just sticking to it or having a go at it or going FOR it, with attributes or actions mentioned,

9=just doing it or just sticking to it or having a go at it or going FOR it, without attributes or actions mentioned,

10=just to go WITH it and persevere,

11=just think about myself and/or my kids or just keeping to myself,

12=talking about things,

13=just being positive,

14=giving God control of my life,

15=being nice to people,

16=think things through, take advice, set yourself goals and stick to them,

17=I don't know really, I haven't really achieved anything really so well, getting up and doing it myself,

No longer relevant

18=taking time out in jail to think about one's life/goals and/or to want to start fresh when one comes out,

Nothing

19=no real idea/don't know/not sure,

Variable 317

Recoding to variable 317(visbeyond) as grouped above

RECODE picbetway (7=2) (1 thru 6=1) (8 thru 13=3) (ELSE=4) INTO visbeyond.

VARIABLE LABELS visbeyond 'grouped picbetway'.

EXECUTE.

From var 34 – Picturing a better way (picbetway)

- Outline of Question: Can you picture a better way to achieve what you want in your life?

- Suggested Answers: Yes/No

- Categories:

No

1=I'm doing what I want to do/what is the best way/right for me/content with how things are/approach s/he is taking,

2=no because you don't get anything on a plate these days you have to work hard for everything,

3=not really because I can't do any better at the moment,

4=no because couldn't do this on his/er own,

5=neutral no or not really or de facto no or I don't think so,

6=no not yet or not at the moment or de facto not yet,

Yes

7=yes or de facto yes,

Equivocal yes

8=not at the moment with my...(starting to blame his physical or mental problems, then realising) well yeah I can,

9=believes there is always a better way as there is always something that stands in your way,

10=doing what s/he is doing and making a fresh start and staying on the straight and narrow,

11=sticking better to what s/he should be doing and not letting laziness undermine it,

12=yes but I would have to get probation out of the way first,

13=picturing something better but outside his/her control ie winning the lottery,
(missing values: 14=participant not asked, 15=inaudible answer)

Variable 318

Recoding to variable 318(domrelate) to show those who chose someone of dominant importance as of dominant importance, or both or not
RECODE choopers (6=1) (7=2) (5=3) (1 thru 4=1) (8 thru 11=3) (ELSE=4) INTO domrelate.

VARIABLE LABELS domrelate 'choice of a relation of dominant importance'.

EXECUTE.

From var 36 – Choosing someone in his/her life to think about (choopers)

- Outline of Question: Think about someone in your life. Who are you thinking of?

- Categories:

1=dad,

2=mum,

3=child/ren,

4=partner/spouse,

5=other family member,

6=child followed by spouse/partner,

7=child and dead best friend,

8=expartner,

9=friend who is his/her former landlady/lord,

10=I've got no-one only my dog,

11=no one as ex boyfriend died a year ago,

(missing values: 12=participant not asked)

Variable 319

319 (321) OGRS score

Par No	OGRS Group 319	<40=1 40-60=2 >60=3 M=4 (321)	Interview no/o grs score	0-9= gp1	10-19= gp1	20-29= gp2	30-39= gp2	40-49= gp3	50-59= gp3	60-69= gp4	70-79= gp4	80-89= gp5	90-99= gp5	M= gp6
1	4	3	2=69	34=7	16=12		19=33	5=47	4=52	2=69	8=73	17=80	30=90	3=m
2	6	4	3=m		28=13		25=34	7=44	6=59	15=62	32=74	38=89	33=90	9=m
3	3	2	4=52		31=14		35=34	12=40	18=51	20=66			37=92	11=m
4	3	2	5=47					40=47	24=57	26=64				13=m
5	3	2	6=59							39=62				21=m
6	3	2	7=44											22=m
7	4	3	8=73											23=m
8	6	4	9=m											27=m
9	6	4	11=m											29=m
10	3	2	12=40											36=m
11	6	4	13=m											
12	4	3	15=62											
13	1	1	16=12											
14	5	3	17=80											
15	3	2	18=51											
16	2	1	19=33											
17	4	3	20=66											
18	6	4	21=m											
19	6	4	22=m											
20	6	4	23=m											
21	3	2	24=57											
22	2	1	25=34											
23	4	3	26=64											
24	6	4	27=m											
25	1	1	28=13											
26	6	4	29=m											
27	5	3	30=90											
28	1	1	31=14											
29	4	3	32=74											
30	5	3	33=90											
31	1	1	34=7											
32	2	1	35=34											

33	6	4	36=m											
34	5	3	37=92											
35	5	3	38=89											
36	4	3	39=62											
37	3	2	40=47											

Variable 320

320 Commenced probation or Released from prison

Par No	CR Group 320	Interview no/cr status	Commenced =C=1	Released=R=2
1	1	2=C	2	8
2	1	3=C	3	13
3	1	4=C	4	16
4	1	5=C	5	22
5	1	6=C	6	28
6	1	7=C	7	31
7	2	8=R	9	
8	1	9=C	11	
9	1	11=C	12	
10	1	12=C	15	
11	2	13=R	17	
12	1	15=C	18	
13	2	16=R	19	
14	1	17=C	20	
15	1	18=C	21	
16	1	19=C	23	
17	1	20=C	24	
18	1	21=C	25	
19	2	22=R	26	
20	1	23=C	27	
21	1	24=C	29	
22	1	25=C	30	
23	1	26=C	32	
24	1	27=C	33	
25	2	28=R	34	
26	1	29=C	35	
27	1	30=C	36	
28	2	31=R	37	
29	1	32=C	38	
30	1	33=C	39	
31	1	34=C	40	
32	1	35=C		
33	1	36=C		
34	1	37=C		
35	1	38=C		
36	1	39=C		
37	1	40=C		

Variable 321

319 OGRS score grouped as 321

Variable 322

Then recode 318to 322 to show close familial or other

Recoding of 318(domrelate) to 322(domother) Crosstabs of domother with sharedtorn and giftedless as output 100

RECODE domrelate (1=1) (2 thru 3=2) (ELSE=3) INTO domother.

VARIABLE LABELS domother 'choosing a nonclose relative as a dominant person'.

EXECUTE.

Recoding to variable 318(domrelate) to show those who chose someone of dominant importance as of dominant importance, or both or not

RECODE choopers (6=1) (7=2) (5=3) (1 thru 4=1) (8 thru 11=3) (ELSE=4) INTO domrelate.

VARIABLE LABELS domrelate 'choice of a relation of dominant importance'.

Variable 323

Recoding to 323(enggroup) to show social engagement in groups

RECODE choogroup (2=1) (1=2) (3=2) (8=2) (5=2) (12=2) (4=3) (13=3) (6 thru 7=3) (9 thru 11=3) (ELSE=4) INTO enggroup.

VARIABLE LABELS enggroup 'dividing chosen groups between engagement indicators'.

EXECUTE.

1friendhsip 2

2functioning 1, 8, 3, 12 ,5

3groupless 6 ,7, 4, 9, 10, 11, 13

From var 38 – Choosing a group s/he is part of (choogroup)

- Outline of Question: Think about a group of people that you are part of. Who are you thinking of?

- Categories:

1=family,

2=friends,

3=family and close friends,

4=not really part of a group but a friend or two,

5=workmates,

6=chooses a group s/he is not really part of specifically 'my daughters',

7=chooses an elite depersonalized group conferring status such as the masons or buffaloes or golf CLUB,

8=neighbours,

9=sports TEAM or sports friends s/he USED to be part of,

10=people in support groups such as Turning Point, Alcoholics Anon and/or supported accommodation,

11=needed help thinking of a group or group not specified,

12=sports TEAM or sports friends s/he IS to be part of,

13=me and my son,

(missing values: 14=inaudible or incomplete answer, 15=participant not asked)

Think about a group of people that you are part of;	F	Var38
friends,	11	2
family,	4	1
neighbours,	1	8
family and close friends,	1	3
sports TEAM/sports friends s/he IS part of,	1	12
workmates,	5	5
chooses a group s/he is not really part of specifically 'my daughters',	1	6
chooses an elite depersonalized group conferring status such as the masons or buffaloes or golf CLUB,	2	7
not really part of a group but a friend or two,	2	4
sports TEAM/sports friends s/he USED to be part of,	1	9
people in support groups such as Turning Point, Alcoholics Anon and/or supported accommodation,	2	10
needed help thinking of a group or group not specified,	3	11
me and my son,	1	13

Recoding to 323(enggroup) to show social engagement in groups

RECODE choogroup (2=1) (1=2) (3=2) (8=2) (5=2) (12=2) (4=3) (13=3) (6 thru 7=3) (9 thru 11=3) (ELSE=4) INTO enggroup.

VARIABLE LABELS enggroup 'dividing chosen groups between engagement indicators'.

EXECUTE.

Recoding 38(choogroup) as base of 323(ENGGROUP) to split workmates from the rest of functioning group in var 330(workfunct)

RECODE choogroup (5=1) (1=2) (3=2) (8=2) (12=2) (2=3) (4=4) (13=4) (6 thru 7=4) (9 thru 11=4) (ELSE=5) INTO workfunct.

VARIABLE LABELS workfunct 'functioning group split to show workmates separately'.

EXECUTE.

From var 38 – Choosing a group s/he is part of (choogroup)

- Outline of Question: Think about a group of people that you are part of. Who are you thinking of?

- Categories:

1=family,

2=friends,

3=family and close friends,

4=not really part of a group but a friend or two,

5=workmates,

6=chooses a group s/he is not really part of specifically 'my daughters',

7=chooses an elite depersonalized group conferring status such as the masons or buffaloes or golf CLUB,

8=neighbours,

9=sports TEAM or sports friends s/he USED to be part of,

10=people in support groups such as Turning Point, Alcoholics Anon and/or supported accommodation,

11=needed help thinking of a group or group not specified,

12=sports TEAM or sports friends s/he IS to be part of,

13=me and my son,

(missing values: 14=inaudible or incomplete answer, 15=participant not asked)

Variable 324

Experience/Participation in work 324

324.1= fully working

324.2= partially working

324.3=not working

Variable 325

Recoding to 325(whyvmorals) to group as grouped above

RECODE vownmorals (1=1) (2=2) (3=3) (22=8) (4 thru 5=4) (6 thru 10=5) (11 thru 19=6) (20 thru 21=7) (ELSE=9) INTO whyvmorals.

VARIABLE LABELS whyvmorals 'grouped vownmorals'.

EXECUTE.

From var 54 – Why s/he believes s/he has gone against own morals (vownmorals)

- Outline of Question: If you have done any of those things that you think are wrong, why have you done them?

- Categories:

Haven't

1=don't think I ever have gone against my own moral standards,

Self-interest

2=self interest and greed,

Situation

3=support self when no opportunities, no home, hungry and join fights cause felt right to join to support family/friends,

Bad influences or experiences

4=became a violent person after abuse as a child which made the littlest thing make my mind go black and I'd just snap,

5=the bad influence of the place I live and the people around me,

Not known or thought

6=not thinking,

7=I don't know,

8=because I didn't think they were wrong at the time,

9=young and stupid,

10=doing what boys do and not thinking about consequences,

Provocation

11=anger, lost control of self/anger/emotion/temper, short fuse, fly off handle,

12=spur of the moment/heat of the moment,

13=pressure and/or stress,

14=anger, stupidity and youth,

15=many reasons specifying having a laugh and losing temper and retaliation,

16=in retaliation/as punishment/in response to a perceived wrong,

17=anger, maybe they've done something disrespectfully to me,

18=momentary lapse, rage and self defence,

19=lack of judgement, lapse in concentration, lack of control and other side equally to blame anyway,

Substances

20=I enjoy substance abuse and I like getting out and meeting people when selling substances,

21=because of or under the influence of substance abuse,

Impression

22=to show people not to bother me,

(missing values: 23=participant not asked)

Variable 326

Recoding to 326(whcurract) to group as grouped above

RECODE curract (1=1) (23=9) (2 thru 4=2) (5 thru 7=3) (8 thru 9=4) (10 thru 13=5) (14 thru 18=6) (19 thru 20=7) (21 thru 22=8)

(ELSE=10) INTO whcurract.

VARIABLE LABELS whcurract 'grouped curract'.

EXECUTE.

From var 55 – Current action being taken by him/er to improve life (curract)

- Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to improving your life?

- Categories:

For others

1=helping up an old man and getting new safety arrangements at work and feeling good about it but unappreciated,

Skills

2=applied to college,

3=sorting out driving licence,

4=filling in magazine items, worrying about her mum's health, watching TV,

Substance abuse

5=trying to stay off substance abuse and get others to, praying to God, going to gym,

6=trying to stay away from substance abuse/cutting down on substance abuse/monitoring substance abuse/going to the pub less,

7=went to Amsterdam by myself so learnt a lot about myself and other people, meeting new people,

Avoiding negative

8=staying away from those who are a bad influence,

9=keeping out of trouble,

Selfcare

10=spending some time on rest or recovery or treatment or keeping self fit and well,

11=engaged with services, tidied house, cut grass, but with court case hanging over me I can't think any further than that,

12=looking for work and tidying house and garden for party for daughter,

13=looking for work,

Working

14=DIY at home and as casual work,

15=working,

16=one off bit of work,

17=at home working on my writing and went over to a friend's yesterday,

18=being organised, getting good work, doing the normal things,

Nothing

19=nothing or de facto nothing,

20=don't know,

Incidental

21=I've lost my phone so I've lost drug dealers numbers and haven't gone to get them so not getting any drugs,

22=saw a good friend of mine get married, he gave a very moving speech, which was quite inspiring,

Further ago than last week

23=shakes head and can't think of anything recent, but said bought a dog since leaving jail,

(missing values: 24=incomplete or inaudible answer)

Variable 327

Recoding to 327(vismore) to group to match the groups in variable 317(visbeyond)

RECODE picmore (3=2) (1 thru 2=1) (4 thru 7=3) (ELSE=4) INTO vismore.

VARIABLE LABELS vismore 'grouped picmore'.

EXECUTE.

From var 58 – Picturing him/erself doing more and bigger things to improve life (picmore)

- Outline of Question: Can you picture yourself doing more and bigger things to improve your life?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes/de facto yes/1 and 3 balancing,

3=conditional yes or doubtful yes or hopefully or got to or I suppose so,

4=yes based on getting more than doing,

5=don't know,

6=no/not at the moment/de facto no/de facto not at the moment,

7=no/not at the moment/de facto no with focus on excuses why s/he can't do things and/or on the things s/he can't do,

(missing values: 8=participant not asked, 9=inaudible or incomplete answer)

Variable 328

Recoding to 328(vismoredif) to group to match the groups in variable 59 below

RECODE picmore (1 thru 2=1) (3 thru 5=2) (6 thru 7=3) (ELSE=4) INTO vismoredif.

VARIABLE LABELS vismoredif 'alternative grouping to picmore'.EXECUTE.

Variable 329

Recoding to 329(attassist) to group to match the groups above

RECODE curractoth (3=2) (8=4) (1 thru 2=1) (4 thru 7=3) (ELSE=5) INTO attassist.

VARIABLE LABELS attassist 'grouped curractoth'.

EXECUTE.

Recoding 38(choogroup) as base of 323(ENGGROUP) to split workmates from the rest of functioning group in var 330(workfunct)

RECODE choogroup (5=1) (1=2) (3=2) (8=2) (12=2) (2=3) (4=4) (13=4) (6 thru 7=4) (9 thru 11=4) (ELSE=5) INTO workfunct.

VARIABLE LABELS workfunct 'functioning group split to show workmates separately'.

EXECUTE.

From var 62 – Current action being taken by him/er to help others (curractoth)

- Outline of Question: What do you think you've done between now and this time last week that you think has been helpful to other people's lives?

- Categories:

Embedded Assistance

1=sustained consistent action to help others,

2=some consistent action to help others,

Assistance

3=some claimed action to help or that may help others,

No Assistance

4=unspecified claim of helping at least some others,

5=claim of action to help others that is not actually a helping action,

6=no claimed action to help others/nothing/not much with or without excuse,

7=don't know,

Desistance Compliance

8=desisting from crime and/or problem behaviour/substance abuse and/or adhering to punishment order,

(missing values: 9=incomplete or inaudible answer)

Variable 330

Recoding 38(choogroup) as base of 323(ENGGROUP) to split workmates from the rest of functioning group in var 330(workfunct)

RECODE choogroup (5=1) (1=2) (3=2) (8=2) (12=2) (2=3) (4=4) (13=4) (6 thru 7=4) (9 thru 11=4) (ELSE=5) INTO workfunct.

VARIABLE LABELS workfunct 'functioning group split to show workmates separately'.

EXECUTE.

1=(2functioning 5 only)=workmates

2=2functioning 1, 8, 3, 12 ,(without 5) =functioning less workmates

3=1friendhsip 2= friendship

4=3groupless 6,7,4,9,10,11,13= groupless

Recoding to 329(attassist) to group to match the groups above

RECODE curractoth (3=2) (8=4) (1 thru 2=1) (4 thru 7=3) (ELSE=5) INTO attassist.

VARIABLE LABELS attassist 'grouped curractoth'.

EXECUTE.

Recoding 38(choogroup) as base of 323(ENGGROUP) to split workmates from the rest of functioning group in var 330(workfunct)

RECODE choogroup (5=1) (1=2) (3=2) (8=2) (12=2) (2=3) (4=4) (13=4) (6 thru 7=4) (9 thru 11=4) (ELSE=5) INTO workfunct.

VARIABLE LABELS workfunct 'functioning group split to show workmates separately'.

EXECUTE.

Variable 331

Recoding to var 331(helpnot)

RECODE othcurract (1=1) (2 thru 7=2) (ELSE=3) INTO helpnot.

VARIABLE LABELS helpnot 'grouped othcurract'.

EXECUTE.

From var 63 – View of current action by others to help him/her (othcurract)

- Outline of Question: What do you think other people have done between now and this time last week that you think has been helpful to your life?

- Categories:

Helped

1=sees others as helpful,

Not Helped

2=conditionally sees at least some as helpful or as potentially helpful,

3=conditionally sees at least some as helpful, but emphasis on others mostly not providing any help,

4=sees others as helpful only in terms of as an inspiration or example,

5=doesn't see others as providing any help at all,

6=others are helpful when they lock up their possessions so s/he is not tempted to take them,

7=don't know or not sure or can't think of anything or couldn't say,

(missing values: 8=incomplete or inaudible answer)

Variable 332

Recoding to var 332(gpprogress) to show answers as grouped above

RECODE progress (1 thru 6=1) (7 thru 9=2) (10 thru 15=3) (ELSE=4) INTO gpprogress.

VARIABLE LABELS gpprogress 'grouped progress'.

EXECUTE.

From var 67 – His/her view of his/her progress in his/her life (progress)

- Outline of Question: What progress do you think you are making in your life?

- Categories:

Progress

- 1=very good and/or good and/or considerable/huge and/or a lot or quite a lot of progress,
- 2=some progress and/or satisfactory and/or going up,
- 3=slow and steady and/or slowly improving and/or steady and/or getting back on top of things/sorting it out and/or slow in some respects but better in others,
- 4=reducing/fighting substance abuse,
- 5=learning from his conviction about the need for documentation,
- 6=I'm making a change,

Trying

- 7=trying to make progress and sort things out,
- 8=trying to improve mental health,
- 9=trying to enjoy life and happy to be working,

No action nor progress report

- 10=claim of trying but blaming others for his/er failure to progress,
- 11=claim was making progress engaging with services til court and being beaten up by police after mum called them, now can't move or live or work,
- 12=slow and/or small,
- 13=don't know,
- 14=no progress,
- 15=claim of trying but actually just waiting,

Variable 333

Recoding to var 333(gpachieve) to show answers as grouped above

RECODE achieve (1 thru 11=1) (12 thru 15=2) (16 thru 17=3) (18 thru 24=4) (25 thru 28=5) (ELSE=6) INTO gpachieve.

VARIABLE LABELS gpachieve 'grouped achieve'.

EXECUTE.

From var 68 – His/er view of his/er achievements in his/er life (achieve)

- Outline of Question: What do you think you have achieved in your life?
- Categories:

Family, friends, work, home, quality of life

- 1=child/ren,
- 2=work and/or status/promotion at work,
- 3=work and/or status/promotion at work and child/ren,
- 4=work and/or status/promotion at work and looking after him/erself,
- 5=friends and family and work and/or status/promotion at work,
- 6=friends and good relationship with mother and good job which s/he is good at and travel,
- 7=family and child/ren,
- 8=friends and family,
- 9=family,
- 10=child/ren, work and/or status/promotion at work and home,
- 11=friends, family, child/ren and a home,

Substances

- 12=pets, sorting out life and sorting substance abuse problem so causing family less worry,
- 13=helping others and getting off substance abuse for sake of self and child/ren,
- 14=when I was younger I was doing alright but it's just gone downhill since I started substance abuse,
- 15=reducing/stopping substance abuse,

Learning

- 16=learning rights and wrongs and/or learning from mistakes,
- 17=education and/or qualifications,

No action

- 18=becoming more mature,
- 19=nothing or not much yet, but I have a bright future/know I am going to achieve something,
- 20=no or not much sense of achievement and/or nothing/nothing yet/ not alot,
- 21=no or not much sense of achievement blaming circumstances,
- 22=staying alive and giving my life to God,
- 23=nothing or not much yet, but have invested in some land and I have a bright future,
- 24=not a lot, but made a lot of people happy, not just because of the drugs, I'm a bit of a comedian, always laughing,

Past

- 25=past sporting success,
- 26=I've done everything I want to do,
- 27=in the past I had a successful career and house, lovely family and child/ren that I helped and good friendships,
- 28=have my child/ren and built a business but lost it when offended, had mental health problems and due to the economy, now rebuilding it, (missing values: 29=incomplete or inaudible answer)

Variable 334

Recoding to var 334(PUNLEV) to show those who view punishment levels as above halfway and those that view it as below
RECODE bellevpun (1 thru 2=1) (4 thru 8=2) (ELSE=3) INTO PUNLEV.

VARIABLE LABELS PUNLEV 'view punishment levels as above halfway and those that view it as below'.

EXECUTE.

From var 71 – Level of punishment s/he believes is in his/er life (bellevpun)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often are you punished for criminal activity?

- Categories:

1=as/and/or never or rarely or a little inc only or primarily or not even his/er current punishment if these are viewed as/and/or never or rarely or a little (0 or 0.5 or 1 or 1.5),

2=sometimes get punished (2),

3=fifty fifty, (ie 2.5),

4=s/he thinks s/he usually or quite alot gets punished or views current punishment as usual or quite a lot, (av.3),

5=s/he thinks s/he always or a lot gets punished or views current punishment as always or a lot (4),

6=s/he thinks s/he always or a lot gets punished and s/he feels victimized about it whatever number s/he gives it,

7=not punished at the moment because not committing crimes at the moment/only punished when commit offences, whatever number s/he gives it,

8=punished whenever s/he commits/is caught for crimes, whatever number s/he gives it,

(missing values: 9=participant not asked)

Variable 335

Recoding to var 335(levwrong) to show those who view wronged levels as above halfway, at or below it

RECODE beloethdwr (3=2) (1 thru 2=1) (4 thru 5=3) (ELSE=4) INTO levwrong.

VARIABLE LABELS levwrong 'level of feeling wronged'.

EXECUTE.

From var 72 – Level of his/er belief that others do him/er wrong (beloethdwr)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How often do you think other people do you wrong?

- Categories:

1=little, very little or none (ie 1 or less),

2=a bit (ie 2 or 1.5),

3=fifty fifty (ie 2.5),

4=quite a lot (ie 3),

5=a lot (ie 4 or any number when words indicate a lot),

(missing values: 6=insufficient data or incomplete or inaudible, 7=participant not asked)

Variable 336

Variable 336 TENACITY = New composite variable of Variables 77-78

336 variable – Combined belief in own tenacity score from variables 77 & 78 (tenacity)

1=total, 1 for 77&78 ie a lot x 2 (ie 4x2),

2=high, 1, 2 or 3 along with a 2 or 3 for 77&78 ie consistently over halfway (ie 3/4x2),

3=mixed, 1, 2, 3, 4 along with a 4,5 or 6 for 77&78 ie mixed (ie 1-4),

4=low, 5 or 6 for 77&78 ie consistently below halfway, (ie 1/2),

(missing values: 5=participant not asked variables 77 & 78)

77	variable – Belief in his/er capacity to stick to things (belselstic)
-	Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How good are you at sticking to things?
-	Suggested Answers: A little A lot
	<div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">I</div> <div style="text-align: center;">I</div> <div style="text-align: center;">I</div> <div style="text-align: center;">I</div> </div> <div style="display: flex; justify-content: space-around; align-items: center;"> <div style="text-align: center;">1</div> <div style="text-align: center;">2</div> <div style="text-align: center;">3</div> <div style="text-align: center;">4</div> </div>
-	Categories:
	1=a lot (ie 4),
	2=a lot but fully explanatorily conditionally (ie 3/4),
	3=quite a lot (ie 3),
	4=fifty fifty or depends, (ie 2.5),
	5=a bit (ie 2),
	6=little, very little or none (ie 1 or less),
	(missing values: 7=participant not asked)
78	variable – Belief in his/er capacity to finish things s/he starts (belselffini)
-	Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and

4 is a lot; How often do you finish the things you start?				
-	Suggested Answers: A little			A lot
	I	I	I	I
	1	2	3	4
-	Categories:			
	1=a lot (ie 4),			
	2=a lot but fully explanatorily conditionally (ie 3/4),			
	3=quite a lot (ie 3),			
	4=fifty fifty (ie 2.5),			
	5=a bit (ie 2),			
	6=little, very little or none (ie 1),			
	(missing values: 7=participant not asked)			

Variable 337

Recoding to var 337(GOTLIFWANT) as grouped above and below
 RECODE lifewants (1 thru 2=1) (3 thru 5=2) (6 thru 7=3) (ELSE=4) INTO gotlifwant.
 VARIABLE LABELS gotlifwant 'extent to which got the life s/he wants grouped lifewants'.
 EXECUTE.

From var 90 – Extent to which his/er life is how s/he wants it to be (lifewants)

- Outline of Question: Is your life how you would like it to be?
- Suggested Answers: Yes/No
- Categories:

Unequivocal yes

- 1=emphatic yes,
- 2=yes,

Equivocal

- 3=conditional/partial yes/99%/at the moment yes,
- 4=can visualize it being in the future or getting there or not far away now,
- 5=uncertain/fifty fifty/sort of/yes and no/so so,

No

- 6=temporary no or not yet or not at the moment or de facto not at the moment,
- 7=no or de facto no,

Variable 338

Recoding to var 338(gpeffcha) as grouped above
 RECODE vieeffcha (1=1) (2 thru 3=2) (4 thru 8=3) (9 thru 10=4) (ELSE=5) INTO gpeffcha.
 VARIABLE LABELS gpeffcha 'grouped vieeffcha'.EXECUTE.

From var 93 – View of what happened or would happen if s/he tried (vieeffcha)

- Outline of Question: What happened/do you think would happen?
- Categories:

92.1-5(what happened)

positivity

- 1=what has happened and can be visualized happening is positive or mostly positive,
- limited or mixed

- 2=what has happened and can be visualized happening is limited,
- 3=good days and bad days,

None, negative or opposite

- 4=no outcome yet nor can outcome be visualized but s/he believes s/he is trying and/or going through it/through with it,
- 5=no outcome yet nor can outcome be visualized and this is excused by him/er,
- 6=fails all the time or knocked back or things got worse or nothing comes of it or s/he messes up or let's people down,
- 7=instead of making it happen s/he has done opposite and offended/arrested/sentenced, which has hindered/destroyed aim,
- 8=tried but blames others for it not working and lost patience with how long it was taking and gave up with'sod you',

92.6(what do you think would happen)

might if tried

- 9=not tried but thinks it might work out if s/he did try,
- 10=not tried but thinks it might work out if s/he if s/he moved away,

(missing values: 11=participant not asked or not relevant to ask)

Variable 339

Recoding 338(gpeffcha) to var 339(EFFEFF) as grouped above but with additional group of those not asked because they were wholly satisfied with their lives

Variable 340

Recoding 95 to var 340(EFFRERE) as mixed with 77(belselfstic) as grouped below to give measure on sustaining effort with recognition and realism

1=belselfstic1-3 + comtryadv1/2 =Coherent Effort Sustaining

2=belselfstic4-6 + comtryadv2=Incoherent Effort Recognizing

3=belselfstic1-3 + comtryadv3/4/5 =Unrealistic Effort Recognizing

4=belselfstic4-6 + comtryadv5/6 =Coherent Effort Unsustaining

5=not asked one or other or both questions

95 variable – Belief in his/her commitment to trying in adversity (comtryadv)

- Outline of Question: Do you keep trying even when things don't seem to be working?

- Suggested Answers: Yes/No

- Categories:

1=emphatic yes,

2=yes or de facto yes or yes where 1 and 3 balance,

3=conditional/partial yes/yes we will do/yes hmmm,

4=uncertain/fifty fifty/sometimes/yes and no/depends/for a time,

5=not sure but I should/sometimes I give up,

6=no or de facto no or probably not,

(missing values: 7=participant not asked,

Variable 341

Recoding of var 340(effrere) to var 341(BELCONSEF) as grouped below to give measure on consistency and self-belief in effort

1=Coherent Effort Sustaining=Effort Consistent Self Believers

2=Incoherent Effort Recognizing=Effort Inconsistent Pessimistic Believers

3=Unrealistic Effort Recognizing=Effort Inconsistent Optimistic Believers

4=Coherent Effort Unsustaining=Effort Consistent Non Believers

5=not grouped in var340

Variable 342

Recoding to var 342(gpactadv) as grouped above

RECODE vieactadv (1 thru 9=1) (10 thru 15=2) (ELSE=3) INTO gpactadv.

VARIABLE LABELS gpactadv 'grouped vieactadv'.

EXECUTE.

96 variable – View of his/her action when in adversity (vieactadv)

- Outline of Question: What do you do when things don't seem to be working?

- Categories:

Positive

1=try something different and/or try and identify the solution and/or fix it and/or try harder,

2=keep trying or start again or keep going,

3=pause and/or walk away and/or take a deep breath and reassess/focus then try again and/or get back on track and/or give up until tomorrow,

4=talk to someone and/or get help from someone,

5=look at the positives,

6=might grumble and moan but then usually try again/keep trying,

7=get easily low and discouraged but never give up, always run to God and keep plodding on,

8=manage my own expectations, analysis what has happened, consider how I could do better and try and do better,

9=usually I just leave it but this time I'm going to try harder,

Negative

10=find it difficult to realize when things are not working,

11=get stressed or upset or frustrated or down or cry,

12=nothing I can do,

13=give up or sometimes give up,

14=turn to substance abuse,

15=go off the rails,

(missing values: 16=irrelevant answer or understanding unclear, 17=participant not asked, 18=answer inaudible or insufficient)

Variable 343

Recoding to var 343(gpgupoint) as grouped above

RECODE viegupoint (14=5) (1 thru 3=1) (4 thru 7=2) (8 thru 9=3) (10 thru 13=4) (ELSE=6) INTO gpgupoint.

VARIABLE LABELS gpgupoint 'grouped viegupoint'.

EXECUTE.

97 variable – View of his/her giving up point (viegupoint)

- Outline of Question: At what point would you give up?

- Categories:

I don't

1=I don't or never or wouldn't give up,

2=I do my best to keep going and not give up or I don't think I'll give up or I don't think you should give up or I probably wouldn't/won't give up/wouldn't really,

3=says only when I die but also says if everyone gave up on me,

On failure

4=when things seem nearly impossible,

5=when I get frustrated with trying and/or don't get what I want and/or someone says no,

6=when things are entirely impossible or there's nothing left to be done or there's no longer any point or I can't change it,

7=when I keep trying and fail. I feel at breaking point/ready to give up now,

Variable/unkown

8=it varies,

9=don't know,

Outside control

10=getting arrested,

11=I don't think I'll get that low again,

12=if my partner/spouse left me,

13=I only do what I know I can do,

Has viable contingency

14=if I manage to start my business and it went bust I would just get a job,

(missing values: 15=irrelevant answer or understanding unclear, 16=participant not asked, 17=inaudible/incomplete/insufficient data)

Variable 344

Recoding to var 344(gplifgoal) as grouped above

RECODE deslifgoal (27=5) (1 thru 6=1) (7 thru 11=2) (12 thru 15=3) (16 thru 26=4) (ELSE=6) INTO gplifgoal.

VARIABLE LABELS gplifgoal 'grouped deslifgoal'.

EXECUTE.

104 variable – Description of goals/dreams in his/her life (deslifgoal)

- Outline of Question: What are they?

- Categories:

103.1-4

Prosocial desires

1=to get my own house, get a family and settle down, get a better job,

2=a lifestyle with money, work and the rewards that brings, a family and a contented family life,

3=get work,

4=get training and be able to provide for child/ren,

5=work, money, better future for self and child/ren,

6=my family, work, mortgage,

Ambitious prosocial desires

7=start my own business, lots of money, nice house, provide for my mum,

8=a job helping those who have suffered the same problems that s/he has suffered and lots of money and nice car,

9=bring young people to God and away from substance abuse and crime,

10=have my own business/work for myself,

11=good career, good accommodation, weight loss, regain respect after criminal past, building up new friendships,

Ambitious desires without specifying anything prosocial

12=improve at his/her sport,

13=buy a house, be successful, have a nice car,

14=get a boat,

15=my own place, my own space and money coming in with no reference to how the money comes in, a good life,

Domestic desires

16=a holiday,

17=be happy,

18=moving away or leaving the country,

19=self and family happy with long life and nice house,

20=good health and being there for his/her family,

21=to live somewhere different and maybe go to college,

22=house, live with partner and child/ren and get social services out of life, prove self to social services and family,

23=house, family, kids,

24=my own home, horses and dogs,

25=nicer material things, better stuff at home,

26=have my own family,

Outside control

27=win the lottery,
(missing values: 28=participant not asked or not relevant to ask, 29=inaudible answer)

Variable 345

Recoding to var 345(gpreagoal) as grouped above
RECODE viereagoal (7=3) (1 thru 2=1) (3 thru 6=2) (ELSE=4) INTO gpreagoal.
VARIABLE LABELS gpreagoal 'grouped viereagoal'.
EXECUTE.

105 variable – View of realism of goals/dreams in his/er life (viereagoal)

- Outline of Question: Is it a realistic goal/dream?
- Suggested Answers: Yes/No
- Categories:

104.1-27&29

Yes

1=emphatic yes,

2=yes or 1 and 3 balance,

Non-committal

3=conditional yes/hope so/I think so,

4=generalized yes,

5=could be/maybe,

6=won't know till it happens/could be if I wanted it, if I achieved it,

No

7=no or not really or definitely not,

(missing values: 8=participant not asked or not relevant to ask)

Variable 346

Recoding to var 346(LEVACTION) to show those who view their action to change their lives as above or below halfway
RECODE levactchlfe (4=2) (1 thru 3=1) (5 thru 6=3) (ELSE=4) INTO LEVACTION.
VARIABLE LABELS LEVACTION 'gplevactchlfe'.
EXECUTE.

76 variable – Level of action s/he believes s/he is taking to change his/er life (levactchlfe)

- Outline of Question: Give yourself a score of 1-4 for each of the following, where 1 is a little or very little and 4 is a lot; How much action have you taken to change your life?
- Categories:

1=a lot (ie 4),

2=a lot but fully explanatorily conditionally (ie 3/4),

3=quite a lot (ie 3),

4=fifty fifty (ie 2.5),

5=a bit (ie 2),

6=little, very little or none (ie 1 or less),

(missing values: 7=insufficient data or incomplete or inaudible, 8=participant not asked)

Variable 347

Recoding to var 347(PLANACH) to show who has an unequivocal claim of planning to achieve as grouped above
RECODE explagoal (1 thru 2=1) (3 thru 5=2) (ELSE=3) INTO PLANACH.
VARIABLE LABELS PLANACH 'Existence of a plan to achieve goals'.
EXECUTE.

106 variable – Existence of plan to deliver goals/dreams in his/er life (explagoal)

- Outline of Question: Do you have a plan of how to achieve it?
- Suggested Answers: Yes/No
- Categories:

105.1-7(do you have a plan whether or not goal is realistic)

Unequivocal claim of planning

1=emphatic yes,

2=yes/de facto yes,

No unequivocal claim of planning

3=uncertain/fifty fifty/sort of,

4=buying a lottery ticket or no/de facto no but is buying a lottery ticket to achieve it or doesn't really see it happening without winning the lottery,

5=no or de facto no or not at the moment or not really or not yet,

(missing values: 6=participant not asked or not relevant to ask)

Variable 348

Recoding to var 348(PPLAN) to group to show who actually has a concrete plan to achieve
RECODE detplan (1 thru 4=1) (5 thru 9=2) (ELSE=3) INTO PPLAN.

VARIABLE LABELS PPLAN 'Planning amongst sustained claimed planners '.

EXECUTE.

Recoding to var 351(STATPLAN) to group to show actual state of planning as grouped above
353(actgoal) 351(STATPLAN)

107 variable – Description of plan to deliver goals/dreams in his/her life (desplagoal)

- Outline of Question: Can you describe your plan? 107&108 NEED READING IN UNISON WITH OTHER ANSWERS
REGARDING WORK

- Categories:

106.1-2(unequivocal planning)

Some type of plan described however tenuous

1=clear plan for achievement now in progress based on work and is working on work relevant to the plan,

2=plan for future achievement and is working but not on things relevant to achieving that plan,

3=plan for future achievement that includes work with some steps being taken towards it,

4=casual plan in progress not linked to future achievement with vague idea of the future and no plan of how to create that future whether working or not,

5=plan but no significant action on it,

6=plan to work hard but not currently working,

No type of plan described

7=see what happens,

(missing values: 106.3(equivocal over planning)8=plan based on others organizing it for him/her and/or on circumstances changing,106.4(lottery)9=plan in progress based on chance not linked to future achievement with vague idea of the future and no plan of how to create that future ie win the lottery, 10=insufficient data or participant not asked or not relevant to ask)

108 variable – Detail on how to deliver plan (detplan)

- Outline of Question: How will you carry it out? 107&108 NEED READING IN UNISON WITH OTHER ANSWERS
REGARDING WORK

- Categories:

1:106:1-2 +107:1-6+108:1-4=unequivocal, sustained claim of at least some plan and actual concrete plan=1

106.1-2(unequivocal planning)

107.1-6 Some type of plan described however tenuous

Actual Concrete Plan

1=clear plan for future achievement now in progress,

2=plan for future achievement with some steps being taken towards it,

3=short term plan underway and has an extension plan to extend in the future which is not underway,

4=detailed plan for future action but no action being taken yet though it could have been,

2:106:1-2 +107:1-6+108:5-8=unequivocal, sustained claim of at least some plan but no actual concrete plan=2

No Actual Concrete Plan

5=vague expression of trying my best/doing it freely,

6=actually no plan of actually how to achieve it,

7=reliant on others to carry it out,

8=excuse to take no action or not much action at present,

3:106:1-2 +107:7+108:10=unequivocal but unsustained claim of plan=3

4:106:3 +107:8+108:9=uncertain others/circumstances sustained plan but no concrete plan=4

9=vague expression of the need to find out more about it,

5:106:4 +107:9+108:10=lottery plan=5

6:106:5 +107:10+108:10=no plan claim=6

(7: not asked all in sequence=7)

2,4,10,

1,5,10,

2,6,10,

2,10,10,

(8:106:6 +107:10+108:10=not asked any in sequence=8)

(missing values: 10=participant not asked or not relevant to ask)

Variable 349

Recoding to var 349(gpmistresp) to group as above

RECODE mistresp (15=2) (1 thru 14=1) (16 thru 18=3) (ELSE=4) INTO gpmistresp.

VARIABLE LABELS gpmistresp 'grouped mistresp'.

EXECUTE.

109 variable – Claimed response to setbacks and mistakes (mistresp)

- Outline of Question: What will you do if there are mistakes or set backs on the way?

- Categories:

Positive

- 1=claims will correct them/deal with them/get over them/pick them up AND keep going or de facto keep going or carry one,
- 2=claims will keep going/ get on with it/carry on/persevere/fight on,
- 3=claims will survive them/pick self up but no mention of keeping going,
- 4=claims will try and avoid them but no ideas on how,
- 5=try and work a way round it,
- 6=sort them out,
- 7=talk to people about it,
- 8=start something else,
- 9=will try to correct/rectify/sort them out them,
- 10=try to keep going/keep trying/persevere,
- 11=get on with it and/ or pick yourself up/get back up AND start again or try again or do it again,
- 12=analyzing it and where possible do things better next time and learning from mistakes,
- 13=deal with them,
- 14=just another hurdle to cross, it's just another hurdle you can get over,

Mixed

- 15=just keep right on til the end of the road. Either that or I'm round the bend,

Negative

- 16=get stressed,
 - 17=it varies/nonspecific,
 - 18=no ideas/don't know,
- (missing values: 19=answer inaudible, 20=participant not asked)

Variable 350

Recoding to var 350(LENGOACH) to group as above plus a group for those satisfied with life

RECODE vielengoal (12=4) (1 thru 4=1) (5 thru 8=2) (9 thru 10=3) (ELSE=5) INTO LENGOACH.

VARIABLE LABELS LENGOACH 'view of length of time to achieve goals plus extra group for those wholly satisfied and thus not seeking change'.

EXECUTE.

110 variable – View of length of work to achieve goal (vielengoal)

- Outline of Question: How long do you think you will have to work at it to achieve it?

- Categories:

Short time

- 1=just about nearly there,
- 2=a specific short time period of a year or less,
- 3=a vague short term time period of circa a year or less,
- 4=hoping not too long,

Long time

- 5=a specific long time period naming a specific number of years,
- 6=a vague long time period such as a few/one or two/several years or quite a bit/quite a while,
- 7=as long as it takes,
- 8=forever or a lifetime or ten years or more or a long while or ages or years,

No responsibility

- 9=waiting for others to sort it out,
 - 10=don't know/no idea,
- (missing values: 11=participant not asked, 12=participants 8, 11 and 18 who were unequivocally satisfied with their lives)

Variable 351

Recoding to var 351(STATPLAN) to group to show actual state of planning as grouped above

353(actgoal) 351(STATPLAN)

Recoding to var 348(PLAN) to group to show who actually has a concrete plan to achieve

RECODE detplan (1 thru 4=1) (5 thru 9=2) (ELSE=3) INTO PLAN.

VARIABLE LABELS PLAN 'Planning amongst sustained claimed planners '.

EXECUTE.

Variable 352

Recoding of tenacity,belconseq,gpactadv,gpgupoint,gpmistresp to var 352 (STAPOWDIF) to give Combined Measure of Staying Power Through Difficulties

See output304 special recode of 5xvars to var352

353(actgoal) 351(STATPLAN)

Recoding to var 351(STATPLAN) to group to show actual state of planning as grouped above

Recoding to var 348(PLAN) to group to show who actually has a concrete plan to achieve

RECODE detplan (1 thru 4=1) (5 thru 9=2) (ELSE=3) INTO PLAN.
VARIABLE LABELS PLAN 'Planning amongst sustained claimed planners'.
EXECUTE.

111 variable – View of work to achieve goal (vieworgoal)

- Outline of Question: What are you doing now to try and achieve it?
- Categories:

Action

- 1=working hard or very hard or specifies working on something specific or learning a job at work,
- 2=working and learning to drive,
- 3=work and staying out of trouble,
- 4=staying out of trouble,
- 5=attempting to reduce/stop substance abuse/keeping myself clean and right,
- 6=well it's kind of all happening at the moment really,
- 7=talking,

No action

- 8=just starting afresh I think,
- 9=vague browsing at holiday brochures,
- 10=vague try/trying my best,
- 11=vague claim of 'engaging with services' and persevering,
- 12=trying to stay positive and believe in myself,
- 13=claims looking for a job but with no sustained action to do so,
- 14=resting when necessary,
- 15=buying stuff for it but the rest is on hold waiting for him/her to get his driving licence and thus the job that can put him/her through college,

Nothing

- 16=don't know,
 - 17=nothing,
- (missing values: 18=insufficient unclear or inaudible answer, 19=participant not asked,)

Variable 353

111 variable – View of work to achieve goal (vieworgoal)

Recoding to var 353(actgoal) as grouped above

RECODE vieworgoal (1 thru 7=1) (8 thru 15=2) (16 thru 17=3) (ELSE=4) INTO actgoal.

VARIABLE LABELS actgoal 'grouped vieworgoal'.

EXECUTE.

Variable 354

Recoding to var 354(strengths) as grouped above

RECODE viestrgoal (5=2) (1 thru 4=1) (6 thru 16=3) (17 thru 19=4) (ELSE=5) INTO strengths.

VARIABLE LABELS strengths 'grouped viestrgoal'.

EXECUTE.

112 variable – View of strengths to achieve goal (viestrgoal)

- Outline of Question: What strengths have you got that could help you achieve it?
- Categories:

Knowledge

- 1=general experience/knowledge/handiness,
- 2=qualifications/education/training and specific knowledge/experience/skills,
- 3=physical strength and general experience/knowledge/handiness,
- 4=qualifications/education/training,

Support

- 5=the support of others including family and/or NOMS,

Attributes

- 6=will power and/or determination and/or strength of mind and/or stubbornness and/or persevering,
- 7=physical strength,
- 8=being hard or knowing the street,
- 9=I have a real desire to get what I want,
- 10=knowing what his/her ambition is, determined and motivated and family support,
- 11=woken up to realizing what a strong person I could be without substance abuse,
- 12=good communication and inter-personal skills and determination and organizational and analytical skills,
- 13=enthusiasm,
- 14=common sense,
- 15=I'm hard working, I don't believe on giving up on it,
- 16=I've always worked so I know I can do it,

Nothing

17=could not name a strength,
18=relies on hope and/or being given the opportunity,
19=finds it difficult to suggest anything, then offers being nice to people but sometimes that's not enough,
(missing values: 20=inaudible answer, 21=participant not asked)

Variable 355

Recoding to var 355(weaknss) as grouped above

RECODE viewegoal (4=2) (20=6) (1 thru 3=1) (5 thru 14=3) (15 thru 17=4) (18 thru 19=5) (21 thru 22=7) (ELSE=8) INTO weaknss.

VARIABLE LABELS weaknss 'grouped viewegoal'.

EXECUTE.

Recoding to var 356(persweak) to show who personalizes their weaknesses

RECODE viewegoal (8=1) (3 thru 5=1) (11 thru 14=1) (17 thru 18=1) (23 thru 24=3) (ELSE=2) INTO persweak.

VARIABLE LABELS persweak 'Personalising of Weaknesses'.

EXECUTE.

113 variable – View of weaknesses in trying to achieve goal (viewegoal)

- Outline of Question: What weaknesses have you got that might get in the way of you achieving it?

- Categories:

Substance abuse

1=substance abuse,

Substance abuse and Others

2=the opposite sex and substance abuse,

Substance abuse and Mental health

3=substance abuse and not talking when I have problems,

Offending

4=reoffending,

Mental health

5=getting bored or side tracked,

6=past traumas,

7=physical and mental health problems,

8=anger,

9=mental health problems such as anxiety or depression or worries or getting low,

10=vulnerable in or in front of crowds,

11=too cautious to take business opportunities,

12=self doubt,

13=stubborn and not listening to good advice, have good days and bad days but try to keep focused on going forward,

14=easily influenced by others,

Others

15=the bad influence of people around me,

16=family if they let me down,

17=my family if they get into trouble I drop everything to get involved,

Lack skills

18=I talk too much and that might annoy people,

19=poor reading and writing,

Past

20=criminal record or criminal/difficult past,

Nothing

21=none,

22=don't know,

(missing values: 23=inaudible answer, 24=participant not asked)

Variable 356

Recoding to var 355(weaknss) as grouped above

RECODE viewegoal (4=2) (20=6) (1 thru 3=1) (5 thru 14=3) (15 thru 17=4) (18 thru 19=5) (21 thru 22=7) (ELSE=8) INTO weaknss.

VARIABLE LABELS weaknss 'grouped viewegoal'.

EXECUTE.

Recoding to var 356(persweak) to show who personalizes their weaknesses

RECODE viewegoal (8=1) (3 thru 5=1) (11 thru 14=1) (17 thru 18=1) (23 thru 24=3) (ELSE=2) INTO persweak.

VARIABLE LABELS persweak 'Personalising of Weaknesses'.

EXECUTE.

Variable 357

Recoding to var 357(attsetbac) as grouped above

RECODE recsetbac (4=2) (1 thru 3=1) (5 thru 7=3) (ELSE=4) INTO attsetbac.

VARIABLE LABELS attsetbac 'Attitude to Setbacks'.

EXECUTE.

118 variable – His/er recognition of set backs (recsetbac)

- Outline of Question: Have you had setbacks?
- Suggested Answers: Yes/No
- Categories:

Minimise

- 1=no or not yet or not at the moment,
- 2=impersonal statement that everyone has setbacks,
- 3=yes indicating a small number,

Neutral

- 4=neutral yes,

Maximise

- 5=yes indicating a large number,
 - 6=yes including blame on others,
 - 7=indicating that not even having started yet is a set back,
- (missing values: 8=inaudible or insufficient answer, 9=participant not asked)

Variable 358

Recoding to var 358(setbacman) as grouped above with group with no setbacks added

RECODE ressetbac (1 thru 9=1) (10 thru 12=2) (13 thru 17=3) (18 thru 19=5) (ELSE=4) INTO setbacman.

VARIABLE LABELS setbacman 'Managing Setbacks'.

EXECUTE.

119 variable – His/er response to set backs (ressetbac)

- Outline of Question: How have you dealt with them?
- Categories:

118.2-7

Positive

- 1=keep going/get on with life/it/carry on,
- 2=try again or keep trying,
- 3=try something else,
- 4=chill out/forget AND then try again,
- 5=try to face the root cause which is substance abuse,
- 6=keep trying to sort it out/going over them again and again until I get it right,
- 7=ignore it and carry on,
- 8=survive day by day,
- 9=tackle it head on,

Mixed

- 10=tries different things but blames others for the fact nothing works out and s/he gives up,
- 11=mope then, tell myself to click out of it, settle my expectations and analyze what happened,
- 12=try and talk about it but risk of turning to substance abuse,

Negative

- 13=close off from life and/or people,
- 14=get frustrated or angry,
- 15=vague about dealing with them or doesn't really deal with them or they are still going on,
- 16=not very well,
- 17=turn to substance abuse,

(missing values: 18=inaudible or unclear or incomplete answer, 19=not asked, 20=118.1)

Variable 359

Recoding to var 359(goalach) as grouped above

RECODE progoals (10=3) (1 thru 3=1) (4 thru 9=2) (11 thru 13=4) (14 thru 16=5) (17 thru 21=6) (ELSE=7) INTO goalach.

VARIABLE LABELS goalach 'What bits of your goals have you achieved already?'

EXECUTE.

120 variable – His/er progress in achieving his/er goals (progoals)

- Outline of Question: What bits of it have you achieved already?
- Categories:

Training

- 1=achievements named are education/training/skills/qualifications,
- 2=job interviews or college lined up or job lined up or making an effort to get work or courses,
- 3=saving up for driving lessons and/or starting driving lessons,

Domestic

- 4=stabilizing home life, dogs, parental support providing meals when I struggle, somewhere to live,

5=partner/spouse, family and friends,
 6=getting through domestic abuse and getting out of it,
 7=stabilizing home life, having partner/spouse move in and work going well,
 8=moving away and leaving everyone behind,
 9=building relationships with family and friends and got a plan to get a job,
Getting help
 10=engaging with relevant services/paperwork in the process,

Work

11=work, employment,
 12=bringing in wages, having money to pay for rent and things and provide for my child/ren, got a car/van,
 13=work as many hours as I can, earn as much money as I can, do extra self employed work too,

Desistance

14=learning to talk about problems and reducing substance abuse,
 15=reducing/controlling substance abuse,
 16=learning to do right not wrong,

No action

17=blames others for not having achieved anything yet,
 18=none,
 20=getting my driving ban taken off,
 21=got the tools necessary for his/er job eg mixers, saws etc,
 (missing values: 22=participant not asked, 23=inaudible or insufficient or unclear answer)

Variable 360

Recoding to var 360(goalnext) as grouped above

RECODE goalsfur (1=1) Struggling Autonomy3 (18=6) Struggling Autonomy3 (2 thru 4=2) Struggling Autonomy3 (5 thru 10=3)
 Autonomous Aims2 (11 thru 14=4) Struggling Autonomy3 (15 thru 17=5) Autonomous Actions1 (ELSE=7)else4 INTO goalnext.
 VARIABLE LABELS goalnext 'What's the next thing you need to do?'.
 EXECUTE.

Recoding to var 361(goalauto) as supplementary grouped above

RECODE goalnext (1=3) (6=3) (2=3) (4=3) (3=2) (5=1) (ELSE=4) INTO goalauto.
 VARIABLE LABELS goalauto 'Autonomy of next named action'.
 EXECUTE.

121 variable – His/er view of progressing his/er goals further (goalsfur)

- Outline of Question: What's the next thing you need to do?
- Categories:

Don't know - Struggling Autonomy

1=don't know,

Procrastination - Struggling Autonomy

2=something that could already have been done to improve life but that s/he hasn't got around to or is waiting for others to do for him/er or give him/er,
 3=wait,
 4=keep doing a little bit more and keep at it keep reminding myself to constantly seek other peoples' opinions and advice,

Specific positive action aimed at – Autonomous Aims

5=make up with spouse/partner or marry partner,
 6=pass driving test or get a car,
 7=stick at college when it starts,
 8=get a job/get a decent job/get ready to go back to work,
 9=buy a house/get a house,
 10=get a work van,

Desistance - Struggling Autonomy

11=staying out of trouble,
 12=reduce substance abuse further,
 13=get through probation and make changes permanent including getting rid of substance abuse,
 14=stay away from substance abuse and stay out of prison,

Positive action in action– Autonomous Actions

15=continue to go to work/work on writing to improve life,
 16=continue to show s/he is a friendly and loving person,
 17=keep appointments with services,

Lottery - Struggling Autonomy

18=continue to do the lottery,
 (missing values: 19=participant not asked, 20=inaudible or insufficient or unclear or incomplete answer)

Variable 361

Recoding to var 361(goalauto) as supplementary grouped above

RECODE goalnext (1=3) (6=3) (2=3) (4=3) (3=2) (5=1) (ELSE=4) INTO goalauto.

VARIABLE LABELS goalauto 'Autonomy of next named action'.

EXECUTE.

121 variable – His/er view of progressing his/er goals further (goalsfur)

- Outline of Question: What's the next thing you need to do?

- Categories:

Don't know - Struggling Autonomy

1=don't know,

Procrastination - Struggling Autonomy

2=something that could already have been done to improve life but that s/he hasn't got around to or is waiting for others to do for him/er or give him/er,

3=wait,

4=keep doing a little bit more and keep at it keep reminding myself to constantly seek other peoples' opinions and advice,

Specific positive action aimed at – Autonomous Aims

5=make up with spouse/partner or marry partner,

6=pass driving test or get a car,

7=stick at college when it starts,

8=get a job/get a decent job/get ready to go back to work,

9=buy a house/get a house,

10=get a work van,

Desistance - Struggling Autonomy

11=staying out of trouble,

12=reduce substance abuse further,

13=get through probation and make changes permanent including getting rid of substance abuse,

14=stay away from substance abuse and stay out of prison,

Positive action in action– Autonomous Actions

15=continue to go to work/work on writing to improve life,

16=continue to show s/he is a friendly and loving person,

17=keep appointments with services,

Lottery - Struggling Autonomy

18=continue to do the lottery,

(missing values: 19=participant not asked, 20=inaudible or insufficient or unclear or incomplete answer)

Variable 362

Recoding to var 362(visperluf) as grouped above

RECODE picperlif (1 thru 3=5) (4 thru 5=4) (6 thru 8=3) (9 thru 10=2) (11 thru 12=1) (ELSE=6) INTO visperlif.

VARIABLE LABELS visperlif 'Can you picture yourself living your perfect life, having achieved your goals and your dreams?'

EXECUTE.

125 variable – His/er capacity to picture living his/er perfect life with fulfilled dreams (picperlif)

- Outline of Question: Can you picture yourself living your perfect life, having achieved your goals and your dreams?

- Suggested Answers: Yes/No

- Categories:

Impossible

1=there is no such thing as a perfect life because I always get what I want and I always want more,

2=says no but actually can picture it as being a multimillionaire not having to worry about money or anything and not having to work but completely unattainable,

3=a perfect life isn't possible as there will always be difficulties but the perfect life will come in heaven,

Improbable

4=a perfect life is only a dream attainable through winning the lottery or driving yourself into the ground with work so s/he can't really see it happening,

5=a perfect life isn't possible as there will always be difficulties/stresses but can conditionally picture the possibility of a better life at some point,

Partial

6=not perfect but happy,

7=not perfect but some sort of normal life would be nice,

8=even a perfect life probably wouldn't be perfect,

Uncertain

9=sometimes but you never know what will happen/don't know really, just a matter of if I can do it/if it goes well,

10=hesitantly pictures a perfect life in future but picture of current uncertain situation is much stronger and dominates picture,

Yes

11=unexplained yes to any degree,

12=I can picture it, I'd be very happy again,
(missing values: 13=inaudible incomplete or unclear answer, 14=participant not asked,)

Variable 363

Recoding to var 363(posparway) as grouped above

RECODE conpospar (3=2) (1 thru 2=1) (4 thru 7=3) (8 thru 9=4) (10 thru 15=5) (16 thru 20=6) (21 thru 23=7) (ELSE=8) INTO posparway.

VARIABLE LABELS posparway 'In what ways do you play a positive part in society at the moment?'.
EXECUTE.

(1 thru 2=1)nothing

(3=2)changing

(4 thru 7=3)lawabiding

(8 thru 9=4)maintaining

(10 thru 15=5)goodness

(16 thru 20=6) productivity

(21 thru 23=7)paying

129 variable – His/er view of what constitutes his/er positive part in society (conpospar)

- Outline of Question: In what ways (or not)?

- Categories:

128.1-6(yes)

Nothing

1=I don't really because signing on and not doing a lot for the community,

2=I can never know what's going to happen around the corner,

Changing

3=because I have turned/changed or am turning/changing my life around,

Lawabiding

4=keep myself to myself and stay out of trouble,

5=keeping out of trouble, keeping myself to myself, doing my best to succeed,

6=just being myself, not breaking the law,

7=because I am staying out of trouble/not committing crime/doing things the proper legal way,

Maintaining

8=I buy food, pay my bills, keep my area tidy including picking up rubbish,

9=says not earning or productive or paying tax, on benefit, but claims is cos rehabilitating and helping own child/ren,

Goodness

10=being kind and helpful including helping old ladies to carry their shopping,

11=I'm out there like I'd pick up an old lady that fell,

12=general politeness and being a good person including helping an old lady cross the road,

13=intervening to prevent others committing crime because I'll get the blame for any crimes,

14=when I am sober I am a blessing to others through the capacity for love that God has given me,

15=being helpful and law abiding,

Productivity

16=providing quality work and/or being productive with work,

17=working, gardening and helping my neighbour,

18=working and doing my driving licence and looking after my child/ren and not out offending,

19=first says by working, then when confronted by the fact s/he is not working, says by looking for work,

20=working and paying taxes,

Paying

21=paying taxes and not scrounging off the state,

22=paying taxes and working well on my community service order to pay my debt to society,

23=paying tax and helping an old lady cross the road,

(missing values: 24=understanding unclear, 25=participant not asked or not relevant to ask)

Variable 364

Recoding to var 364(fulpospar) as grouped above

RECODE imfulpos (1 thru 5=1) (6 thru 9=2) (10 thru 12=3) (ELSE=4) INTO fulpospar.

VARIABLE LABELS fulpospar 'Can you imagine playing a fully positive part in society?'.
EXECUTE.

SAVE OUTFILE='C:\Users\home\Desktop\active research 20.5.13\dataset to v350 23.5.13.sav'
/COMPRESSED.

RECODE imfulpos (10 thru 12=3) (1 thru 3=1) (4 thru 9=2) (ELSE=4) INTO fulpospar.

VARIABLE LABELS fulpospar 'Can you imagine playing a fully positive part in society?'.
EXECUTE.

130 variable – His/er ability to imagine playing a fully positive part in society (imfulpos)

- Outline of Question: Can you imagine playing a fully positive part in society?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes already do,

2=emphatic yes,

3=yes or de facto yes,

Uncertain

4=conditional/hesitant yes,

5=obliged yes,

6=maybe/could do,

7=uncertain/fifty fifty/noncommittal/don't know,

8=I don't know how to do that though,

9=I suppose so if I was given the opportunity,

No

10=no, I will never go completely straight as I will always take criminal opportunities to make money as long as its not too bad,

11=no, it would be boring,

12=no or not at the moment,

(missing values: 13=participant not asked, 14=incomplete, insufficient or inaudible answer)

Variable 365

Recoding to var 365(whmawant) as grouped above

RECODE insfulpos (12=4) (21=7) (1 thru 7=1) (8 thru 9=2) (10 thru 11=3) (13 thru 14=5) (15 thru 20=6) (22 thru 23=8) (24 thru 26=9) (ELSE=10) INTO whmawant.

VARIABLE LABELS whmawant 'What makes (would make) you want to play a fully positive part in society?'.
EXECUTE.

131 variable – What would make him/her want to play a fully positive part in society (insfulpos)

- Outline of Question: What makes/would make you want to?

- Categories:

Wanting to improve things

1=I want to help people go to heaven and not hell,

2=wanting a nice world for his/her children/grandchildren,

3=wanting to help others in his/her situation,

4=the more you put into society and relationships with people, the more you get back in return,

5=my child/ren,

6=to become more confident and free to do what I want and be independent,

7=you get a lot further and get more respect from people and it's just a better way,

Wanting to be good person

8=wanting to be a better person,

9=wanting to be known as a nice and/or caring person,

Wanting normality

10=wanting to be normal,

11=wanting a normal life without being arrested all the time,

Wanting to avoid things getting worse

12=staying out of trouble so s/he doesn't lose his/her home and get additional punishment,

Just wanting

13=just wants it or wants it now,

14=wanting back the life s/he once had and lost,

Circumstances/outlook changing

15=if something bad happened in society that I felt I would have to act to change,

16=if I achieved something,

17=getting my driving license back would make it possible for me to work more,

18=if I had opportunities,

19=If I had ambitions,

20=winning the lottery,

Manipulating others

21=because it would make others 'get off their arse and help me',

Ambivalence

22=having said wanted to in previous question, now says isn't actually bothered,

23=don't know,

Nothing

24=nothing because rules have never protected me or my loved ones, they are only used to attack me,

25=nothing because society took everything from me so I don't want to give anything, I just want to get on with my own life,

26=nothing,

(missing values: 27=participant not asked)

Variable 366

Recoding to var 366(predfail) as grouped above

RECODE doomfail (10=3) (1 thru 2=1) (3 thru 9=2) (ELSE=4) INTO predfail.

VARIABLE LABELS predfail 'Do you think you are doomed to failure?'.
EXECUTE.

134 variable – His/er sense of being doomed to failure (doomfail)

- Outline of Question: Do you think you are doomed to any of the following? Failure

- Categories:

No

1=emphatic no,

2=neutral no,

Uncertain

3=uncertain or hesitant or conditional no,

4=hope not,

5=shouldn't be but you never know,

6=yes and no/fifty fifty,

7=I don't know,

8=an uncertain no but lots of determination not to when s/he speaks of his/er belief that the authorities want him/er to fail,

9=a wistful look and pause and then I don't know, it's what you make of it isn't it,

Yes

10=yes or probably yes,

(missing values: 11=inaudible answer, 12=participant not asked)

Variable 367

Recoding to var 367(predpov) as grouped above

RECODE doompov (11 thru 12=3) (4 thru 10=2) (1 thru 3=1) (ELSE=4) INTO predpov.

VARIABLE LABELS predpov 'Do you think you are doomed to poverty?'.
EXECUTE.

135 variable – His/er sense of being doomed to poverty (doompov)

- Outline of Question: Do you think you are doomed to any of the following? Poverty

- Categories:

No

1=emphatic no,

2=neutral no,

3=poverty is something I'd never ever let myself get to so if I have to commit a crime to not be in poverty then that's how I have to do it,

Uncertain

4=hope not/I should hope not,

5=shouldn't be but you never know,

6=sometimes,

7=maybe,

8=I don't know,

9=hesitant no but adamant that it would be his/er own fault if it was,

10=uncertain or hesitant or conditional no,

Yes

11=at the moment yes,

12=yes,

(missing values: 13=inaudible answer, 14=participant not asked)

Variable 368

Recoding to var 368(predcrime) as grouped above

RECODE doomcri (8=3) (1 thru 3=1) (4 thru 7=2) (ELSE=4) INTO predcrime.

VARIABLE LABELS predcrime 'Do you think you are doomed to a life of crime?'.
EXECUTE.

136 variable – His/er sense of being doomed to a life of crime (doomcri)

- Outline of Question: Do you think you are doomed to any of the following? A life of crime

- Categories:

No

1=emphatic no,

2=neutral no,

3=used to but not anymore,

Uncertain

4=hope not,
 5=uncertain or hesitant or conditional no,
 6=sometimes,
 7=I don't know,
Yes
 8=yes,
 (missing values: 9=participant not asked, 10=inaudible answer)

Variable 369
 Recoding to var 369(sentop) to show Seeing and Taking Sentence Opportunity.
 137.1/2 unequivocal yes
 1=1 Is already
 2=2/3 unequivocal yes
 3=6/8/9 uncertain
 4=10/11/12 not yet or no
 137.4 sentence dependent yes
 5=2/3 unequivocal yes
 137.5 this time yes
 6=7 uncertain
 137.3/7 uncertain
 7=4/5 this time
 137.6 uncertain
 8=12 no
 137.8 should but no
 9=13 did what had to
 137.9 no
 10=14 not asked
 (missing values: 11=137.10 not asked +138.14 not asked)

	137 sentcha	138 takeop	369sentop
1	2	10	4
2	1	2	2
3	2	3	2
4	2	3	2
5	2	9	3
6	3	5	7
7	2	12	4
8	1	2	2
9	2	9	3
10	1	3	2
11	2	3	2
12	2	11	4
13	1	1	1
14	2	3	2
15	7	4	7
16	2	3	2
17	2	3	2
18	10	14	11
19	2	3	2
20	2	3	2
21	4	3	5
22	6	12	8
23	5	7	6
24	2	3	2
25	1	8	3
26	9	14	10
27	1	6	3
28	8	13	9
29	9	14	10
30	2	3	2
31	4	3	5
32	9	14	10
33	9	14	10
34	2	1	1

35	9	14	10
36	1	1	1
37	2	3	2

Variable 370

Recoding to var 370(changtrig) as grouped above

RECODE vietrigcha (24=7) (1 thru 5=1) (6 thru 8=2) (9 thru 11=3) (12 thru 17=4) (18 thru 21=5) (22 thru 23=6) (ELSE=8) INTO changtrig.

VARIABLE LABELS changtrig 'Changes triggered by sentence'.

EXECUTE.

140 variable – View of those triggered changes (vietrigcha)

- Outline of Question: What changes does it trigger?

- Categories:

139.1-5(yes)

Provokes thought

1=wakes you up to stop doing what's wrong and/or start doing what's right/normal/progressing your life,

2=makes you think and/or look at yourself and what you are doing/want to think before you act,

3=looking at myself and learning some better coping methods,

4=wakes you up to realize what you've done and shocks you to start to think about having to change,

5=made him/her think and start to deal with things and/or get control of things and/or change his/her lifestyle,

Substance abuse/violence

6=reducing or trying to reduce substance abuse and reducing or trying to reduce violence and trying to be nicer,

7=reducing or trying to reduce substance abuse,

8=stopped dealing,

Access to help

9=prison helped me reduce substance abuse and then since I've been out I've just tried to carry it on,

10=gives you access to help to change your life,

11=gives you access to help to tackle substance abuse,

Fear of consequences

12=makes you stop committing offences because you want to relax and not have to worry about looking over your shoulder,

13=makes you think of changing because you don't want to be sent to prison and be stuck there when everyone else is outside having fun,

14=made me realize effect I was having on self and others and if there was no punishment one wouldn't worry,

15=makes you stop committing offences because you don't want to be sent to prison at least in part because of the effect on others of me going to jail,

16=in my head to never ever do anything to even get near going back to court alone, let alone go back to prison,

17=makes you realize you will now be seen differently,

Attitude

18=makes me more easy going and accepting,

19=changes how you feel round people, how you want to be in the community, with family, friends, in life, where you're at,

20=getting control of things,

21=I just nearly got sent down for a long time but didn't start to think might as well start trying to change,

Negative

22=loses you your home and benefits,

23=didn't really help, they kicked me off the anger management course,

139.6(so how)

24=if they give me a punishment, then I have to obviously do it and I do stop committing some offences because I don't want to go to prison, (missing values: 25=understanding unclear or contaminated or inaudible, 26=participant not asked)

Variable 371

Recoding to var 371(lifepoint) as grouped above

RECODE vielifpoi (1=1) (2=2) (3 thru 13=3) (14 thru 18=4) (ELSE=5) INTO lifepoint.

VARIABLE LABELS lifepoint 'How would you describe the point you are currently at in your life?'

EXECUTE.

145 variable – View of his/her current point in his/her life (vielifpoi)

- Outline of Question: How would you describe the point you are currently at in your life?

- Categories:

Positive

1=good or very good or a positive statement such as safe and happy or 4,

Satisfactory

2=ok or satisfactory or quite good or pretty good or steadily or slowly getting there or working towards success or slowly progressing or 3,

Uncertain

3=half way through changing self and/or life around or 2.5 or halfway to getting there,

4=ok but not great and a big point of uncertainty and worry about the future,

5=ongoing struggle and difficulties, but conditional movement forwards,

6=on the way up, as long as s/he avoids substance abuse,
 7=I'm getting there to where I want to be but it's still a long way to go,
 8=uphill struggle but I've got to get to the top otherwise I'll never get my nice car, never get my nice house,
 9=neither up nor down,
 10=could be worse but needs a lot of support from others at the moment,
 11=I want to change and feel I am being rescued not punished,
 12=limbo or stuck or hiatus or waiting,
 13=reduced offending,

Negative

14=just surviving, just getting through,
 15=old,
 16=not good or negative statement,
 17=lowest,
 18=crisis,
 (missing values: 19=participant not asked, 20=insufficient data)

Variable 372

146 variable – View of the obstacles in his/her way (vieobs)
 - Outline of Question: What obstacles lie in your way?
 - Categories:

Unknown

1=I'll have to wait and see,

None

2=nothing or none apparent yet or I can't see any,

Self

3=mental health problems like depression,
 4=only me,
 5=own capacity to create obstacles for self by continuing to shoplift when I don't need to and I don't know why,
 6=physical problems like walking,

Partner

7=social services and my child/ren's other parent,
 8=abuse from partner or expartner,
 9=mental health of expartner, house to sell for divorce and debts,

Practicalities

10=uncertainty over a place to live,
 11=insufficient help from family and authorities to provide him/her with money for courses,
 12=only work obstacles needing more work and more money and to be able to afford a work van,
 13=lack of money,
 14=driving ban and others making money out of me as I work for them when the only way to make money is to work for yourself,

Criminality

15=probation and/or criminal record and/or punishment s/he is living under and/or police attention,
 16=antisocial associates/situations,
 17=the pending court case and health worries,
 18=substance abuse,
 19=antisocial associates and substance abuse,

Lots

20=lots,

Impersonal

21=the state of the country in general eg the economy or infrastructure,
 22=Just competition over work,
 (missing values: 23=participant not asked)

var 372- Recoding to var 372(obstacles) as grouped above

RECODE vieobs (1=1) (2=2) (20=7) (3 thru 6=3) (7 thru 9=4) (10 thru 14=5) (15 thru 19=6) (21 thru 22=8) (ELSE=9) INTO obstacles.

VARIABLE LABELS obstacles 'What obstacles lie in your way?'.
 EXECUTE.

Variable 373

147 variable – Intentions for dealing with obstacles (intdeaobs)
 - Outline of Question: What are you intending to do about those obstacles?
 - Categories:

146.3-22

Nothing

1=nothing I can do,

2=excuse not to act,
3=I'm in other people's hands or reliant on opportunities arising,
4=not sure, I need others to keep me out of trouble like a spouse/partner/family member,
Remove them
5=remove or bypass or ignore or stay away or prepare for/from obstacles,
6=keep out of trouble, regain respect, work with probation to improve disclosure letter, portray self in good light,

Get away
7=find new friends and get away from friends that are a bad influence by moving away,
8=finish with partner,

Keep going
9=see things through and/or carry on and/or keep going and or complete them or try to,
10=see sentence through and get a job,

Avoid substance abuse
11=avoid situations where I could access substances to abuse,
12=get help and support from services like AA and talking to people and from God to reduce substance abuse,

Work
13=work or work harder or specific work improvements or specific work goals,

Money raising
14=car boots, allsorts, any way I can just to get the money,
(missing values: 15=participant not asked)

Recoding to var 373(respbst) as grouped above plus no foreseeable obstacles group
those who answered 146.3-22 gave answers 147.1-14 which were then recoded to form 373.1-7
RECODE intdeaobs (13=6) (14=7) (1 thru 4=1) (5 thru 6=2) (7 thru 8=3) (9 thru 10=4) (11 thru 12=5) (ELSE=8) INTO
respbst.VARIABLE LABELS respbst 'What are you intending to do about those obstacles?'.EXECUTE.
group 373.8 then changed to include only those who had been 146.1+2 and thus 'no foreseeable obstacles so n/a', with group 373.9 becoming
the ELSE group.

Variable 374

148 variable – Description of turning points in his/her life (desturpoi)
- Outline of Question: What do you think have been the key turning points in your life?
- Categories:

NONE

None

1=no turning points,

SINGLE

Learning

2=learning life doesn't revolve around drugs and crime,

Getting/staying away

3=staying out of the pub,

4=moving away from the area,

Victimization

5=getting stabbed,

Family

6=child/ren, child/ren being born or expecting child/ren or grandchild/ren,

7=two divorces,

8=realizing needs to move on from and out of unhappy marriage,

9=discovering and meeting my real dad,

10=partner and baby,

Justice system

11=a helpful probation officer who takes time to talk and arrange things to help him/her,

12=prison,

13=substance abuse rehabilitation or being sentenced to DOR,

14=policemen knocking on the door and the help given through the subsequent sentence,

DOUBLE

Family and Work

15=work, partner/spouse and family,

Family and Home

16=losing a parent in the past and thinks getting a place will be a turning point in the future,

Justice system and Family

17=going to prison, getting married, wanting to start a family,

18=prison and marriage break down,

19=sentence and living with a parent, it not working out and coming back to live with other parent,

20=child/ren, probation and Turning Point,

Justice system and Image

21=sentence and being thought badly of because of offence,

Justice system and Victimisation

22=sentence was a turning point for the good and my dad 'doing stuff' and friend getting hurt and the police not caring were turning points for the bad,

MULTIPLE

Aging and Learning and Release

23=aging, learning consequences and getting out of jail,

Justice system and Family and Money

24=arrest, divorce and bankruptcy were negative turning points while marriage and child/ren were positive turning points, sentencing and prison were negative at the time and on my life chances but positive to my attitudes,

Justice system and Family and Losing

25=getting arrested for drink driving and losing my job and separating from my wife,

26=a hard programme s/he was sentenced to and meeting partner/spouse were positive turning points and leaving school was a negative turning point,

27=hitting rock bottom of losing everything, such as job and spouse/partner,

(missing values: 28=participant not asked, 29=inaudible answer)

Recoding to var 374(turntype) as grouped above

RECODE desturpoi (1=1) (2 thru 14=2) (15 thru 22=3) (23 thru 27=4) (ELSE=5) INTO turntype.

VARIABLE LABELS turntype 'Number of Types of Turning Point'.

EXECUTE.

Variable 375

149 variable – View of turning point (vieturpoi)

- Outline of Question: Was it a positive or negative turning point?

- Suggested Answers: Positive / Negative

- Categories:

148.2-27&29

Positive

1=positive,

Positive with Negative

2=felt/ostensibly/implied to be negative but actually positive or positive I suppose or positive cos needed to happen or taught me or positive in the long run,

3=same point was both positive and negative,

4=some were positive and some were negative and some were both positive and negative,

5=some were positive and some were negative,

Negative

6=negative or de facto negative or mainly negative,

(missing values: 7=participant not asked or not relevant to ask)

Recoding to var 375(turnview) as grouped above

RECODE vieturpoi (1=1) (6=3) (2 thru 5=2) (ELSE=4) INTO turnview.

VARIABLE LABELS turnview 'Was it a positive or negative turning point?'.

EXECUTE.

Variable 376

151 variable – Explanation of this moment as a potential turning point (expthimo)

- Outline of Question: Why/why not?

- Categories:

150.1-3

State of mind

1=because every problem and crossroads is an opportunity to reassess one's life and decide what one wants,

2=feels improvement impending and new stage in life starting, based mainly on intuitive feeling as dad is moving away and selling his home,

3=because you never know,

4=general desire and/or determination to make life better or to move forward or improve things,

5=feel so enthusiastic, want it so much, don't want crime, want work to spend money my family know I've worked for,

6=because I just believe that I've been give a second chance to change my life something inside me says this is your chance now to change your life,

7=because s/he was in the dark but now realizes things are achievable and s/he wants life to be better,

Change in circumstances

8=because I am making a fresh start in a new place away from antisocial associates,

9=because my mental health has improved,

10=because work is imminent,

Consequences

11=because I've learned about the consequences of not addressing issues in yourself,
12=because on probation and any more problems with the law will put me in prison,
13=because s/he has realized the destructive consequences of substance abuse,

Thinking

14=because I am learning to think things through and/or think about my actions or it made me think,

Wanting stuff

15=I want stuff I can't get so I have to try to get a good job to get all the stuff I want, if I don't win the lottery,

Children

16=because I want my children to have anything they want because I never did,

17=because I have a child on the way,

18=because of impact on child/ren of any more problems with the law,

Doing it

19=because I am managing to reduce substance abuse,

20=because I am only committing crimes for the sake of it, not to fund habit as am avoiding substance abuse,

Help

21=using NOMS and other services is helping improve him/her and/or making him/her realize things/be better,

22=because of the help that I'm getting,

Negativity undermining the positive from the previous question

23=I can't see how probation is going to change my life, coming to an appointment every week or two weeks,

150.4

24=everything was going right then got arrested again which is typical of life and now risk of prison leaves me in limbo,

(missing values: 25=participant not asked or not relevant to ask)

Recoding to var 376(whyturn) as grouped above

RECODE expthimo (14=4) (15=5) (23=9) (24=10) (1 thru 7=1) (8 thru 10=2) (11 thru 13=3) (16 thru 18=6) (19 thru 20=7) (21 thru 22=8)

(ELSE=11) INTO whyturn.

VARIABLE LABELS whyturn 'Why could this moment be a key turning point in your life?'

EXECUTE.

Variable 377

152 variable – Reactions to difficulties when trying to change (readifcha)

- Outline of Question: Research suggests these reactions may indicate how you are dealing with change. Which of these sounds like you when you encounter a difficulty when trying to change:

- Categories:

None singled out

1=all, can't really single any out,

2=none on the list I just think what will be will be,

3='let it happen this is change!' but not actually related to change, actually related to what will be will be,

Primarily 'oh no I can't believe it'

4='oh no I can't believe it',

5='oh no I can't believe it!' and 'let it happen this is change!'

6=all, most emphatically 'oh no I can't believe it', least convincingly 'perhaps if I try things a bit differently.'

7=probably a little bit of 'oh no I can't believe' to start then 'perhaps if I tried things a bit differently',

Primarily 'this is not as bad as I expected!'

8='this is not as bad as I expected!'

Primarily 'I am not sure if I am up to changing!'

Primarily 'let it happen this is change!'

9='let it happen this is change',

Primarily 'perhaps if I try things a bit differently'

10=probably 'perhaps if I tried things a bit differently',

11='perhaps if I try things a bit differently' and 'now I can see the way ahead',

Primarily 'does this feel right for me?'

12='does this feel right for me?'

Primarily 'now I can see the way ahead'

13='now I can see the way ahead',

14=previously 'oh no I can't believe it!' and 'I am not sure if I am up to changing!' but now 'now I can see the way ahead' (missing values:

15=participant not asked)

Recoding to var 377(reactdif) as grouped above

RECODE readifcha (8=3) (9=4) (12=6) (1 thru 3=1) (4 thru 7=2) (10 thru 11=5) (13 thru 14=7) (ELSE=8) INTO reactdif.

VARIABLE LABELS reactdif 'Which of these sounds like you when you encounter a difficulty when trying to change?'

EXECUTE.

Variable 378

Recoding to var 378(stopping) as grouped above

RECODE whenstop (13=1) (10 thru 12=2) (8 thru 9=3) (6 thru 7=4) (1 thru 5=5) (ELSE=6) INTO stopping.
VARIABLE LABELS stopping 'When do you think you will stop offending?'.
EXECUTE.

154 variable – When s/he believes s/he will stop offending (whenstop)

- Outline of Question: If I said that research suggests that 'all offenders eventually stop offending' its only a matter of how quickly and at what age, when do you think you will stop?

- Categories:

No current plans to completely stop

1=no plans to stop or don't know when s/he will stop,

2=claims already stopped the type of crime s/he wants to distance him/erself from, but is planning to continue with the type of crime that is part of his/er lifestyle until his/er lifestyle changes with marriage and owning a business,

3=claims already stopped but leaves the possibility open of offending continuing,

4=soon, hopefully when I get a job,

5=soon I think,

Conditional belief in having stopped

6=hopefully now/hopefully already,

7=thinks or feels s/he's stopped/stopped already,

Stopping now

8=today,

9=now,

Already stopped

10=when I left prison,

11=already stopped or has/have stopped or has stopped now,

12=stopped some years ago,

Never started

13=I am not an offender. I didn't know I was offending. My friends involved me.

(missing values: 14=participant not asked)

Variable 379

Recoding to var 379(probret) as grouped above

RECODE vulreteri (1=1) (2=2) (3 thru 5=3) (ELSE=4) INTO probret.

VARIABLE LABELS probret 'When finding things difficult possibility of returning to old ways that lead back into trouble'.

EXECUTE.

159 variable – His/er vulnerability to return to criminal path when things get hard (vulreteri)

- Outline of Question: If I said that research suggests that when finding things difficult, offenders can return to their old ways that lead them back into trouble, would you think that would also be true of you?

- Suggested Answers: Yes/No

- Categories:

No

1=no,

Partial No

2=conditional/hesitant/nonverbal no,

Possible

3=maybe,

4=it varies on the day then contradicted with an unconvincing nah,

5=yes including occasionally and probably and previously,

(missing values: 6=participant not asked, 7=irrelevant or insufficient or inaudible answer)

Variable 380

Recoding to var 380(whatstop) as grouped above

RECODE belwanstop (1=1) (2 thru 6=2) (7 thru 11=3) (12 thru 13=4) (14 thru 15=5) (16 thru 21=6) (22 thru 27=7) (ELSE=8) INTO whatstop.

VARIABLE LABELS whatstop 'What would/did make you want to stop offending?'.
EXECUTE.

161 variable – What s/he believes will make him/er want to stop offending (belwanstop)

- Outline of Question: What would (or did) make you want to stop offending?

- Categories:

Doesn't want to harm

1=not wanting to cause harm or hurt to others,

Others

2=having and/or not wanting to lose child/ren or be rejected by child/ren,

3=my family and my spouse/partner,

4=my spouse/partner,

5=doing it for myself and everyone else,

6=having a family,

Prison

7=not wanting to go to prison because of mental health issues,

8=not wanting to go to prison because of (or and) not wanting to be separated from (or lose) family,

9=not wanting to go to prison,

10=not wanting to harm others and thinking s/he won't get far in life with crime and being scared of going to prison,

11= doing courses inside so as to want to implement that and get work not offend on release,

Wants a life

12=looking forward, seeing s/he has a life and not wanting to waste it,

13=not wanting his/her current life,

To be better

14=because I want to please God because it hurts his feelings when I offend,

15=I want to be a better person, I've made a mistake and I want to fix it,

Circumstances

16=while I need drugs I have to offend to get them or if I stop drugs I'll stop offending,

17=stable relationship and right job,

18=moving out of the area,

19=having money and having child/ren,

20=a bit of harmony in life, just not, too many pressures, a few less pressures on,

21=I have stopped, now if I'm provoked I just laugh at them and walk away, I have grown up like,

No reason given

22=it's nothing to do with me,

23=no reason given just says s/he is going to stop now or has stopped already,

24=I don't know because I don't set out to offend it just happens,

25=I don't offend/I'm not an habitual offender,

26=I'm not an offender I just had one stupid moment,

27=I've stopped and given up with it because the law sucks because the law don't work for us any more, (missing values: 28=participant not asked)

Variable 381

Recoding to var 381(helpstop) as grouped above

RECODE whahelstop (1=1) (5=3) (2 thru 4=2) (6 thru 9=4) (10 thru 13=5) (14 thru 17=6) (18 thru 20=7) (ELSE=8) INTO helpstop.

VARIABLE LABELS helpstop 'What would help you to stop offending?'.
EXECUTE.

162 variable – What s/he believes will help him/her to stop offending (whahelstop)

- Outline of Question: What would help you?

- Categories:

Official provision

1=probation or probation officers and/or courses/groups sentenced to or that addressed his/her offending and/or substance abuse,

Prison consequence

2=the fear of going to jail and losing his/her child/ren or family,

3=fear of going to prison,

4=my family emphasising the consequences in terms of prison and them no longer supporting me if I reoffend,

Money

5=money,

Nonexposure

6=removal of the sanction the breaking of which was the offence eg getting driving licence back so would not break the law by driving without one,

7=moving away,

8=locking self indoors or being locked away,

9=not being exposed to criminogenic situations,

Self

10=vague statement of changing his/her life and unspecified 'different things',

11=don't need any more help or any help,

12=just self,

13=no-one can help me, I've got to help myself,

Work

14=have a stable relationship and/or a family of my own and/or settle down and employment,

15=going the right way, getting a job and staying out of trouble,

16=work,

17=courses to help get a job,

Support

18=having a family,
19=police should be tolerant if people are not doing anything too bad,
20=offenders should get extra help to get a job they like cos they took all they wanted before,
(missing values: 21=participant not asked)

Variable 382

Recoding to var 382(trust) as grouped above

RECODE belcaptru (1 thru 2=1) (3 thru 4=2) (5 thru 6=3) (ELSE=4) INTO trust.

VARIABLE LABELS trust 'Can you be trusted to stop committing offences if no one kept an eye on you?'.
EXECUTE.

163 variable – His/er belief in his/er capacity to be trusted not to offend (belcaptru)

- Outline of Question: Can you be trusted to stop committing offences if no one kept an eye on you?
- Suggested Answers: Yes/No
- Categories:

Yes

1=emphatic yes,
2=yes or 1 and 3 balancing,

Equivocal

3=conditional/hesitant yes or yes with a smile or I think so or I would like to think so,
4=uncertain/fifty fifty/noncommittal/hmmmm,

No

5=I would abuse substances if no one was watching and that leads me to commit offences,
6=no,
(missing values: 7=incomplete answer, 8=participant not asked)

Variable 383

Recoding to var 383(acttrust) as grouped above

RECODE truris (1 thru 3=1) (4 thru 7=2) (8 thru 9=3) (ELSE=4) INTO acttrust.

VARIABLE LABELS acttrust 'Could you be trusted even if the same situations that led to your offending arose again?'.
EXECUTE.

165 variable – His/er belief in his/er capacity to be trusted not to offend in risk situations (truris)

- Outline of Question: Could you be trusted even if the same situations that led to your offending arose again?
- Suggested Answers: Yes/No
- Categories:

Yes

1=emphatic yes,
2=yes,
3=I'm in, or have been in, the same situation and I have not/ am not reoffending,

Equivocal

4=at the moment yes,
5=I wouldn't let/don't think I'd let the same situation arise again,
6=uncertain/fifty fifty/don't know/noncommittal,
7=says yes despite also saying it would depend on his/er mood/situation,

No

8=in some situations I couldn't be trusted,
9=no,
(missing values: 10=inaudible answer, 11=participant not asked)

Variable 384

Recoding to var 384(OFFWANT) as grouped above

RECODE beloffwan (1=1) (2=2) (3 thru 5=3) (ELSE=4) INTO offwant.

VARIABLE LABELS offwant 'Has offending given you what you want?'.
EXECUTE.

172 variable – His/er belief in offending providing what s/he wants (beloffwan)

- Outline of Question: Has offending given you what you want?
- Suggested Answers: Yes/No
- Categories:

No

1=no,

Secured learning/help

2=I learned/got on the right track/got the help I needed/had time to think by being caught/arrested/punished/offending,

Yes

3=yes and no,

4=most of the time yes,
5=yes or de facto yes,
(missing values: 6=participant not asked)

Variable 385

Recoding to var 385(whatwant) as grouped above

RECODE offprov (5=2) (6=3) (7=4) (18=8) (19=9) (22=11) (25=13) (1 thru 4=1) (8 thru 9=5) (10 thru 15=6) (16 thru 17=7) (20 thru 21=10) (23 thru 24=12) (26 thru 29=14) (ELSE=15) INTO whatwant.

VARIABLE LABELS whatwant 'What was it that you wanted that offending gave you?'.
EXECUTE.

173 variable – What offending provided for him/er (offprov)

- Outline of Question: What was it that you wanted that offending gave you? (for each type of offence)
- Categories:

Substance abuse

1=offending got me money for drugs that I took to block out how I was feeling and it eventually got me the help I needed,

2=alcohol and/or drugs,

3=I enjoy substance abuse and I like getting out and meeting people when selling substances,

4=money for drugs and drugs made me feel better,

Stimulation

5=excitement,

Stimulation and Provision

6=sexual and emotional gratification and money,

Social and Provision

7=peer approval and needed money,

Social

8=relaxing and socializing and it helped me in a great way,

9=gave me contact with someone I fancied,

Protective expression

10=pride, achievement and self defence and sorting out disagreements,

11=want to shut someone up,

12=outlet for negative emotions such as anger or jealousy or hurt,

13=just wanted to get into my own property,

14=self defence and it's like a volcano erupting and once it's erupted the pressure has gone,

15=a sense of standing up for myself,

Protective expression and Provision

16=want to shut someone up and/or teach them a lesson and/or respond to perceived provocation and want money,

17=want to shut someone up and money,

Skills

18=skills that could be transferred from criminal usage into lawabiding usage,

Status

19=I was young and stupid and wanted a name for myself and it gave me that,

Protective expression and Stimulation

20=justice and excitement,

21=excitement and a sense that it was going to be either him or me that attacked the other in the argument and it was me and I thought it would just be done and end in a handshake like I was brought up to believe and it happened so quickly there was no time to think it through,

Provision and Advantage

22=money and getting material goods without having to pay for them,

Provision

23=supporting the family and providing food,

24=money I suppose, the work, I was just getting into work,

Provision and Substance abuse

25=food and taking the other things I needed like clothes, paying for drugs and alcohol, as I was young and homeless,

Denial

26=it wasn't what I wanted it just happened/it didn't give me anything it just happened,

27=nothing, didn't know I was committing an offence/there was no motive cos there was no active criminal activity on my part,

28=don't know,

29=do not want to say,

(missing values: 30=participant not asked)

Variable 386

Recoding to var 386(alternate) as grouped above

RECODE altprov (1 thru 2=1) (3 thru 4=2) (5 thru 7=3) (8 thru 15=4) (ELSE=5) INTO alternate.

VARIABLE LABELS alternate 'Alternatives to Offending'.

EXECUTE.

174 variable – Alternative way to provide it (altprov)

- Outline of Question: How else could you get that?

- Categories:

No longer needs offending

1=no longer has the need to be met,

2=now too busy to offend and no longer has the need to be met,

Unequivocally offers alternative

3=offers an alternative and also expresses the need for avoiding,

4=can offer a relevant alternative,

Equivocally offers alternative

5=offers an alternative to offences, but without conviction to some offences,

6=offers an alternative but without conviction,

7=offers an alternative conditionally,

Cannot offer usable alternatives

8=offers alternative, giving excuse why can't use,

9=offers an alternative action that involves avoiding but does not actively provide an alternative to what the crime provided,

10=can offer an avoiding alternative to some offences but treating it as impractical and cannot offer an alternative to others,

11=cannot offer a relevant alternative,

12=says only alternative s/he can think of is unusable to some crimes so would continue with those crimes but can offer a relevant alternative to other crimes,

13=initially cannot offer an alternative and says will reoffend, then offers a grudging abstaining alternative when reminded of prison,

14=can offer substance abuse as an alternative and also a positive alternative,

15=offers substance abuse as an alternative and also expresses the need for avoiding and says only active alternative s/he can think of doesn't work,

(missing values: 16=participant not asked)

Variable 387

175 variable – Visualising using the alternative (visalt)

- Outline of Question: Can you imagine getting it that way instead?

- Categories:

174.2-10+12-15

1=Visualizes and is doing it,

2=Visualizes and sometimes/has done it on occasions,

3=Visualizes it,

4=Conditionally visualizes it,

5=Visualizes and sometimes/has done it on occasions but treats doing it as impractical,

6=Excuses not doing and says nothing of visualizing it,

7=Visualizes and is doing it but says is/would also still offend,

(missing values: 8=participant not asked)

Recoding to var 387(altvisuse)

1=No longer has the need to be met (174.1altprov+175.8)

2=Visualizes and doing it (175.1)

3=Visualizes and partially doing it (175.2)

4=Visualizes it (175.3)

5=Conditionally visualizes it (175.4)

6=Focus on reasons not to do it (175.5+6)

7=Visualizes and doing it but also offending (175.7)

8=Cannot offer any degree of alternative (174.11altprov+175.8)

(missing values: 9=participant not asked but eligible to be asked)

SAVE OUTFILE='C:\Users\home\Desktop\active research 4.6.13\dataset to v380 4.6.13.sav'

/COMPRESSED.

RECODE visalt (1=2) (2=3) (3=4) (4=5) (7=7) (5 thru 6=6) (ELSE=9) INTO draft.

VARIABLE LABELS draft 'draft'.

EXECUTE. Then 174 variables added to make altvisuse

Variable 388

Recoding to var 388(altposneg)

RECODE vislifalt (1 thru 3=1) (4 thru 6=2) (7 thru 11=3) (ELSE=4) INTO altposneg.

VARIABLE LABELS altposneg 'What would it be like to live life doing that instead? '.

EXECUTE.

177 variable – Visualizing living using the original alternative (vislifalt)

- Outline of Question: What would it be like to live life doing that instead (of de facto current alternative)?

- Categories:

387.2-4,6,8

Negative

1=it would be horrible,

2=people would walk all over you,

3=harder,

Mixed

4=would do the alternative although does not have much faith and/or enthusiasm and/or self respect in it,

5=can't say I will always be able to as it will depend on the situation,

6=alternative would be boring but I suppose it would be better, but it won't always be possible,

Positive

7=it would be easy or very easy,

8=I think that would be a normal way of life,

9=beyond my wildest dreams,

10=I would learn from it,

11=good/better/nice/brilliant/great/perfect living the alternative,

(missing values: 12=understanding unclear, 13=irrelevant or insufficient or inaudible answer, 14=participant not asked)

Variable 389

Recoding to var 389(lackoff)

RECODE liflack (4 thru 5=2) (1 thru 3=1) (6 thru 7=3) (ELSE=4) INTO lackoff.

VARIABLE LABELS lackoff 'What would you miss if you lived without offending?'.
EXECUTE.

181 variable – What life without offending would lack (liflack)

- Outline of Question: What would you miss if you lived without offending?

- Categories:

Something

1=drugs/alcohol,

2=the best food and a sense of independence,

3=excitement of being chased by police,

Mixed

4=nothing because s/he is passed that stage, but also said spur of the moment offending might still happen,

5=claimed nothing, but also said missed the extra money in his/her pocket,

Nothing

6=nothing because I am not an offender/don't offend,

7=nothing/not a lot/nothing really,

(missing values: 8=insufficient or unclear data, 9=participant not asked)

Variable 390

Recoding to var 390(choiceoff)

RECODE offcho (3=3) (1 thru 2=1) (4 thru 7=2) INTO choiceoff.

VARIABLE LABELS choiceoff 'Do you think you only commit offences when you have no choice?'.
EXECUTE. OFFCHO 8 THEN CHANGED TO CHOICEOFF 4

188 variable – Belief in whether s/he has the choice to offend (offcho)

- Outline of Question: Do you think you only commit offences when you have no choice?

- Suggested Answers: Yes/No

- Categories:

1 Presence of choice

1=no or I had a choice,

2=conditions the no with 'I suppose I have a choice',

3 Knowledge denied

3=I didn't know I was committing an offence,

2 Absence of choice

4=s/he thought s/he had no choice at the time,

5=substance abuse made it feel like there was no choice or inhibited choice making,

6=had a choice on some levels or at some times but not on other levels or at other times,

7=yes or I had no choice,

(missing values: 8=participant not asked)

Variable 391

Recoding 390 to var 391(levchoioff)

1 390.1 Presence of choice

2 390.2 Absence of choice not true +189.1

3 390.2 Absence of choice true +189.2

4 390.3 Knowledge denied

(missing values: 5=390.4, 6=189.3+4)

from 189 variable – Belief in truth of absence of choice (truecho)

- Outline of Question: Do you think it was true that you had no choice?

- Suggested Answers: Yes/No

- Categories:

188.4-7

1=no,

2=yes on at least some occasions,

(missing values: 3=participant not asked, 4=inaudible)

Variable 392

Recoding to var 392(offchance)

RECODE chnooff (1 thru 2=1) (3 thru 5=2) (6 thru 7=3) (ELSE=4) INTO offchance.

VARIABLE LABELS offchance 'What do you think are the chances of you making a life for yourself without offending?'.
EXECUTE.

- 191 variable – Chances of a life without offending (chnooff)

- Outline of Question: What do you think are the chances of you making a life for yourself without offending?

- Suggested Answers: Nil / small / fifty fifty / good / certain

- Categories:

Certain

1=certain and unconditionally it's what I am doing/never going to offend again,

2=certain,

Fifty fifty or better but not certain

3=very good or just short of full certain,

4=good,

5=fifty fifty or any variation on it or looking good at the moment or hesitant good I suppose or between good and fifty fifty,

Small/Nil

6=small,

7=nil,

(missing values: 8=participant not asked, 9=answer inaudible)

Variable 393

Recoding to var 393(rehabself)

RECODE po (13=4) (1 thru 3=1) (4 thru 7=2) (8 thru 12=3) (ELSE=5) INTO rehabself.

VARIABLE LABELS rehabself 'If you were trusted to take control of your own rehabilitation and be your own probation officer, would you succeed in r'.
EXECUTE.

192 variable – Belief in own capacity to succeed as Probation Officer for him/erself (po)

- Outline of Question: If you were trusted to take control of your own rehabilitation and be your own probation officer, would you succeed in rehabilitating yourself?

- Suggested Answers: Yes/No

- Categories:

1Yes

1=it is what I have actually done,

2=of course/definitely/definite yes,

3=yes,

2Conditional Yes

4=yes but not as well as my probation officer,

5=I think yes,

6=hopefully,

7=it would be hard but I think I could do it,

3Mixed

8=from offending yes but not from drinking,

9=the change in me had already been made by prison so I didn't need subsequent probation and courses,

10=at some point I think,

11=don't know,

12=I couldn't have done before but maybe now,

4No

13=no or probably not or not at the time,

(missing values: 14=participant not asked, 15=inaudible, 16=understanding unclear)

Variable 394

Recoding to var 394(autojust)

RECODE deschar (1=1) (4=3) (11=5) (2 thru 3=2) (5 thru 10=4) (ELSE=6) INTO autojust.

VARIABLE LABELS autojust 'Desire for Justice Autonomy'.

EXECUTE.

197 variable – Desire to be in charge of sentence and rehabilitation (deschar)

- Outline of Question: Would you want to be in charge of imposing a sentence on yourself and being trusted to take responsibility for managing yourself through that sentence?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes,

Yes and No

2=yes if I could still access the support and resources of probation,

3=yes and no/pros and cons,

No

4=no or not really,

Justice Lacking

5=would be nice but not workable on some level,

6=unworkable,

7=no because I would have been too harsh on myself,

8=no because I'd be too nice to myself,

9=yes because I wouldn't have been so harsh on myself/yes though wouldn't want to punish myself,

10=better me than somebody else,

Don't know

11=I don't know,

(missing values: 12=understanding unclear, 13=participant not asked, 14=insufficient data)

Variable 395

Recoding to var 395(autoposs)

RECODE belcap (1=1) (9=4) (10=5) (2 thru 3=2) (4 thru 8=3) (ELSE=6) INTO autoposs.

VARIABLE LABELS autoposs 'Could you take charge of your own sentence and its management?'

EXECUTE.

198 variable – Belief in own capacity to take charge of it (belcap)

- Outline of Question: Could you take charge of it?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes,

Uncertain

2=possibly,

3=I don't know,

Lack

4=I could but I wouldn't do it properly on some level,

5=I would if I had to,

6=I think I could but I prefer to have and like the help it gives me,

7=not without learning from probation and its services,

8=for offending yes I am never going to reoffend even if under the influence of substances, but not for dealing with substance abuse,

No

9=no,

Better

10=I could because at least probation wouldn't be getting in the way of me getting a job,

(missing values: 11=participant not asked, 12=inadmissible)

Variable 396

Recoding to var 396(SELFREHAB)

RECODE belrehab (1=1) (2 thru 6=2) (7 thru 8=3) (ELSE=4) INTO SELFREHAB.

VARIABLE LABELS SELFREHAB 'Would you succeed in rehabilitating yourself?'

EXECUTE.

200 variable – Belief in own capacity to rehabilitate self (belrehab)

- Outline of Question: Would you succeed in rehabilitating yourself?

- Suggested Answers: Yes/No

- Categories:

Yes

1=yes,

Uncertain

2=I think so/I reckon I would,

3=eventually,

4=hopefully yes,

5=yes and no/it depends,

6=I'm not sure if I could do it without help I prefer others to be in charge,

No

7=not without help or no I need the help or not on my own,

8=no,

(missing values: 9=insufficient, unclear or inaudible answer 10=participant not asked)

Variable 397

Recoding to var 397(desisprob)

RECODE forprob (9=4) (10=5) (11=6) (1 thru 2=1) (3 thru 6=2) (7 thru 8=3) (12 thru 13=7) (ELSE=8) INTO desisprob.

VARIABLE LABELS desisprob 'What problems do you foresee if you try to live without offending?'.
EXECUTE.

202 variable – Foreseeing problems in living without offending (forprob)

- Outline of Question: What problems do you foresee if you try?

- Categories:

None

1=no problems or none or none really,

2=not a lot or not many,

Social

3=going out could lead to trouble,

4=people walking all over me and pushing me knowing I can't retaliate cos of probation so I might have to retaliate,

5=antisocial others,

6=people, people around you,

Substance abuse

7=claims can foresee no problems but at the same time speaks of substance abuse being a potential problem,

8=health problems giving rise to substance abuse,

Financial

9=need for money, lack of money, bankruptcy,

Financial, Work and Mental

10=can't regain past cos can't work in banks again and temptations caused by financial problems or if I get very negative,

Unforeseen

11=something unforeseen happening,

Offending

12=getting into trouble,

13=the odd offence as a slip up now and then,

(missing values: 14=no clear understanding, 15=participant not asked)

Variable 398

Recoding 397 to var 398(PROBDES)

RECODE desisprob (1=1) (2 thru 7=2) (ELSE=3) INTO PROBDES.

VARIABLE LABELS PROBDES 'What problems do you foresee if you try to live without offending?'.
EXECUTE.

Variable 399

399from How easy would it be to live without offending? AND What problems do you foresee if you try? to show problems and ease of desistance

201How easy would it be to live without offending?

1=very easy,

2=quite easy,

3=it depends on circumstances,

4=not very easy,

5=impossible,

398 from 202What problems do you foresee if you try?(also recoded to 397 to show the nature of the problems)

1= no problems desisting

2= problems desisting

Recoding 397/398 to var 399(probease)

Pars	201	398	399	399
				1= very easy and no problems 2= very easy but problems 3=quite easy and no problems 4=quite easy but problems 5=depends and no problems 6=not very easy and problems 7=not easy but no problems 202 variable – Foreseeing problems in living without offending (forprob) - Outline of Question: What problems do you foresee if you try? - Categories: <u>None</u> 1=no problems or none or none really, 2=not a lot or not many, <u>Social</u> 3=going out could lead to trouble, 4=people walking all over me and pushing me knowing I can't retaliate cos of probation so I might have to retaliate, 5=antisocial others, 6=people, people around you, <u>Substance abuse</u> 7=claims can foresee no problems but at the same time speaks of substance abuse being a potential problem, 8=health problems giving rise to substance abuse, <u>Financial</u> 9=need for money, lack of money, bankruptcy, <u>Financial, Work and Mental</u> 10=can't regain past cos can't work in banks again and temptations caused by financial problems or if I get very negative, <u>Unforeseen</u> 11=something unforeseen happening, <u>Offending</u> 12=getting into trouble, 13=the odd offence as a slip up now and then, (missing values: 14=no clear understanding, 15=participant not asked) Recoding to var 397(desisprob) RECODE forprob (9=4) (10=5) (11=6) (1 thru 2=1) (3 thru 6=2) (7 thru 8=3) (12 thru 13=7) (ELSE=8) INTO desisprob. VARIABLE LABELS desisprob 'What problems do you foresee if you try to live without offending?'.EXECUTE. Recoding to var 398(PROBDES) RECODE desisprob (1=1) (2 thru 7=2) (ELSE=3) INTO PROBDES. VARIABLE LABELS PROBDES 'What problems do you foresee if you try to live without offending?'.EXECUTE. 201 variable – Belief in ease of living without offending (easnooff) - Outline of Question: How easy would it be to live without offending? - Suggested Answers: Very easy / quite easy / not very easy / impossible - Categories: 1=very easy, 2=quite easy, 3=it depends on circumstances, 4=not very easy, 5=impossible, (missing values: 6=participant not asked)
1	2	2	4	
2	3	1	5	
3	1	1	1	
4	1	1	1	
5	1	1	1	
6	2	3	8	
7	1	2	2	
8	1	1	1	
9	2	2	4	
10	1	1	1	
11	6	3	8	
12	4	2	6	
13	6	3	8	
14	3	1	5	
15	2	1	3	
16	1	1	1	
17	4	2	6	
18	6	3	8	
19	2	1	3	
20	4	2	6	
21	2	2	4	
22	4	1	7	
23	1	2	2	
24	2	1	3	
25	2	2	4	
26	4	2	6	
27	1	2	2	
28	1	3	8	
29	6	3	8	
30	1	1	1	
31	1	2	2	
32	1	2	2	
33	1	2	2	
34	2	1	3	
35	1	1	1	
36	1	1	1	
37	1	2	2	

Variable 400

Recoding to var 400(altdesact)

RECODE viscsb (1=1) (2=2) (7=4) (8=5) (3 thru 6=3) (9 thru 10=6) (ELSE=7) INTO altdesact.

VARIABLE LABELS altdesact 'What will you do if steps to advance a desisted life do not work out?'.EXECUTE.

EXECUTE.

205 variable – Visualising coping with set backs (viscsb)

- Outline of Question: What will you do if that step (or steps generally) doesn't work out?

- Categories:

Specific Alternative

1=contemplates a specific positive alternative,

Unspecific Alternative

2=says will try something different without specifying what,

Wedded to Existing Course

3=it will work out or I can't see it not working,

4=hopefully it will work out,

5=I won't have no choice but to make it work out,

6=keep on trying or try again or keep going,

Don't know

7=don't know,

Acceptance

8=enjoy what I do have,

Offending Contemplated

9=reoffend,

10=I can't reoffend because if I get caught again it will be prison,

(missing values: 11=participant referred back to other answers, 12=inaudible, 13=participant not asked)

Variable 401

Recoding to var 401(future)

RECODE visfut (23=5) (1 thru 5=1) (6 thru 11=2) (12 thru 20=3) (21 thru 22=4) (24 thru 25=6) (26 thru 29=7) (ELSE=8) INTO future.

VARIABLE LABELS future 'What do you think your life will be like in 10 years time?'.
EXECUTE.

206 variable – Visualising the future (visfut)

- Outline of Question: What do you think your life will be like in 10 years time?

- Categories:

Positive

1=good/fine/positive/very good future,

2=should be as good as it is now but even better,

3=ambitious future eg lots of money/investments/properties and/or nice big house and nice big car,

4=ambitious future eg lots of money/investments/properties and/or nice big house/nice big car and family,

5=normal prosocial future ie own place, kids, family, job

Some positivity

6=positive outlook and I will have rebuilt my life and got over most of the hurdles in my way,

7=some improvement and some forward movement but not much change, just a little happier and driving license back,

8=clear of trouble and/or punishment and free to travel,

9=a lot more settled,

10=a lot happier,

11=a lot better than it is now,

Hope positive

12=hopefully a lot better and more successful,

13=hopefully a lot more money,

14=hopefully have a nice car, job, go on holidays,

15=hopefully a peaceful life,

16=hopefully living a happy life somewhere else,

17=hopefully have kids and married, fulltime job, don't do drugs anymore, only occasional drink,

18=hopefully have a job,

19=hopefully brilliant,

20=hopefully I'll be driving a Ferrari... no it's going to be brilliant, yeah I will be living the life that I should be whether it's with money or not,

Don't know but hope positive

21=don't know but hopefully happy and stress free,

22=don't know but hopefully have my own house,

Limited visualisation

23=starts saying nice car, then starts talking about dad's assets, then says wants to move away for fresh start,

No visualisation

24=doesn't know and shakes head pessimistically,

25=can't visualize the future/don't know/ I can't see that far ahead,

Morose visualisation

26=totally different hopefully, hopefully I won't be living like this, but I said that 10 years ago,

27=dead cos of dangerous job, but if manages to survive life will be the same as now only without the probation,

28=If I make it I don't know, I hope I'm not offending by then,

29=don't know how long I'll live, Gods in control, but it will be amazing after years of waste drinking as God will repay me as long as I stay off drink,(missing values: 30=participant not asked)

Variable 402

Recoding to var 402(prevchan)

RECODE expcha (5=3) (6=4) (7=5) (1 thru 2=1) (3 thru 4=2) (8 thru 14=6) (ELSE=7) INTO prevchan.

VARIABLE LABELS prevchan 'What changes have you ever made already in your life?'.
EXECUTE.

207 variable – Whether s/he has experience of creating change (expcha)

- Outline of Question: What changes have you ever made already in your life?

- Categories:

No change

1=made no changes of any kind,

2=don't know,

Volatile change

3=tried to give up drinking a few times, gone to counseling a couple of times,

4=ebbed and flowed backwards and forwards,

Improving change

5=has made improving changes,

Neutral change

6=has made neutral or unspecified changes,

Accepted Help

7=accepting help from services,

Undoing negatives

8=reduced/stopped substance abuse,

9=stopped substance abuse and stopped spending time with those who are a bad influence,

10=taking responsibility for what I've done,

11=stopped offending,

12=growing up and learning to treat others with respect,

13=stopped what I was doing, just turned myself around basically, sat down and thought about what I was doing,

14=get rid of my child/ren's dad out of my life,

(missing values: 15=participant not asked)

Variable 403

Recoding to var 403(helpchan)

RECODE helpcha (1 thru 5=1) (6 thru 13=2) (14 thru 21=3) (ELSE=4) INTO helpchan.

VARIABLE LABELS helpchan 'What helped you with those changes?'.
EXECUTE.

208 variable – What helped create change (helpcha)

- Outline of Question: What helped you with those changes?

- Categories:

207.3-14

Self

1=self,

2=getting off my arse or trying to get on with life and do things for myself,

3=my determination,

4=doing things for myself, trying to get on with life,

5=nothing helped I just didn't want to live like that or be like that anymore,

Others

6=child/ren and/or grandchild/ren,

7=people around me and my own determination and wanting to change,

8=family or family members,

9=advice from family and friends and knowing that I need to do it myself,

10=spouse/partner and family,

11=spouse/partner and work,

12=spouse/partner,

13=god,

Consequences

14=realising that if you bang your head against the wall, it doesn't really get you anywhere,

15=I keep getting caught,

16=being given a last chance,

17=everything that happened as part of and as a result of the offence,

18=having been treated badly it made me think and I now want to treat others with respect,

19=realizing it's a waste of money and social services and my child/ren,

20=fear of not being able to see my child/ren and wanting to be a better, fitter, healthier person for my child/ren,

21=probation services and/or courses and/or staff,

(missing values: 22=participant not asked)

Variable 404

Recoding var 211 plus 210.4-6 to var 404(changes)

1 211.1 Negative Direction

2 211.2 Positive Direction

3 211.3-5 Just Living

4 211.6-10 Domestic

5 211.11-15 Undoing Negatives

6 211.16 Aging

7 211.17 Mental Health

8 211.18 Work

9 210.4-6=Life Not changing so n/a,

(missing values: 210.7=participant not asked)

RECODE expcurcha (1=1) (2=2) (16=6) (17=7) (18=8) (3 thru 5=3) (6 thru 10=4) (11 thru 15=5) (ELSE=9) INTO changes.
VARIABLE LABELS changes 'Type of current changes in life'.

EXECUTE. plus 210.7 changed to 404.10

211 variable – Explanation of current sense of change (expcurcha)

- Outline of Question: How?

- Categories:

210.1-3(yes)

Negative Direction

1=it's getting worse with all this hanging over me and getting in my way,

Positive Direction

2=in a good way or moving forward or quite well at the moment,

Just living

3=I'm travelling, things like that, growing up, life's changing, feels really positive,

4=trying to live by myself and do things for myself,

5=getting better, more positive, looking for jobs, getting by,

Domestic

6=selling house and getting divorced,

7=family,

8=happier and happy spending more time with my family and child/ren,

9=new home life with new partner/spouse,

10=got rid of abusive partner/spouse so my kids and I are now safe and able to do things,

Undoing negatives

11=stopped offending and stopped/stopping substance abuse,

12=things are better because I am not waiting for the knock on the door to be arrested now I am not offending,

13=stopped/stopping substance abuse,

14=going out enjoying myself instead of hanging around with antisocial associates doing drugs,

15=before I'd be out all the time fighting, just past it now,

Aging

16=I'm growing up and/or growing out of offending,

Mental health

17=it's just getting better you know, again more positive and no negative thoughts in my head,

Work

18= improving working life and finances through work

(missing values: 19=participant not asked)

Variable 405

Recoding 212 to var 405(breakdn)

RECODE senbreak (1=1) (2 thru 4=2) (ELSE=3) INTO breakdn.

VARIABLE LABELS breakdn 'Do you believe there has been a breakdown between yourself and society?'.
EXECUTE.

212 variable – Sense of breakdown between him/erself and society (senbreak)

- Outline of Question: Do you believe there has been a breakdown between yourself and society?

- Suggested Answers: Yes/No

- Categories: 1=no, 2=between me and some police yes but not between me and society at large, 3=yes to any degree for some or all offending, in the past or now, 4=don't take much notice, (missing values: 5=participant not asked)

Variable 406

Recoding to var 406(whobreak)

RECODE expbreak (1=1) (12=4) (2 thru 5=2) (6 thru 11=3) (ELSE=5) INTO whobreak.

VARIABLE LABELS whobreak 'How did the breakdown happen?'.
EXECUTE.

213 variable – Explanation of breakdown (expbreak)

- Outline of Question: How did it happen?

- Categories:

212.3

Don't know

1=don't know,

By society

2=because people judge you a lot,

3=because of inequalities in society,

4=because society doesn't understand,

5=because my spouse/partner got raped,

By me

6=my problems caused by me,
7=it was like me against the world and I got depressed and withdrew myself from society before offending,
8=breaking the law/committing crime,
9=getting into arguments with people,
10=substance abuse,
11=ignored society and didn't want to play a part in it,
212.2

By police

12=because some police beat me up,
(missing values: 13=participant not asked)

Variable 407

Recoding to var 407(strugdo)

RECODE ifnotkno (6=2) (1 thru 5=1) (7 thru 10=3) (ELSE=4) INTO strugdo.

VARIABLE LABELS strugdo 'If you wanted to do something and you didn't know how to go about it, would you.....?'.
EXECUTE.

218 variable – What s/he might do if s/he found s/he didn't know how to do something (ifnotkno)

- Outline of Question: If you wanted to do something and you didn't know how to go about it, would you.....?
- Suggested Answers: Ask for advice and help

Give up on doing it

Try out different ways of doing it

Get frustrated and angry

- Categories:

Positive

1=ask for advice and help,
2=try out different ways of doing it first and then if it doesn't work obviously I'd ask for advice and help,
3=try out different ways of doing it,
4=ask for advice and help and try out different ways of doing it,
5=none of the choices. I would just get on with it,

Negative

6=get frustrated and angry,

Mixed

7=ask for advice and help, then try out different ways of doing it, then give up on doing it, then get frustrated and angry,
8=ask for advice and help and try out different ways of doing it and get frustrated and angry,
9=try out different ways of doing it and get frustrated and angry and might sometimes ask for advice and help,
10=ask for advice and help and get frustrated and very angry,
(missing values: 11=participant not asked)

Variable 408

Recoding to var 408(routrecid)

RECODE backoff (1 thru 7=1) (8 thru 20=2) (ELSE=3) INTO routrecid.

VARIABLE LABELS routrecid 'What do you think will lead you back to offending?'.
EXECUTE.

226 variable – View of what will lead him/her back to offending (backoff)

- Outline of Question: What do you think will lead you back to offending?
- Categories:

Nothing identified

1=don't know,
2=don't want to contemplate it or say it,
3=don't know I suppose... hopefully I won't,
4=unforeseen circumstances,
5=don't know, I'm not going to reoffend,
6=nothing or I am not going to reoffend,
7=I don't think anything would now/there's no reason I can think of that I would now/not at all really/nothing really,

Something identified

8=arguments,
9=going out and abusing substances,
10=if I lost everything like partner/spouse and family,
11=substance abuse,
12=bad influence of others,
13=no work, no money, no contact with my kids,
14=things not being good in my life or personal problems,
15=if I lost/split from my partner/spouse,

16=substances abuse and antisocial associates,
17=getting back with my expartner,
18=if I lost my family,
19=getting depressed, losing self esteem,
20=having no money,
(missing values: 21=participant not asked)

Variable 409

Recoding 408 to var 409(NOROUTE) with no6 taken out to form own group

RECODE backoff (7=2) (6=1) (8 thru 20=3) (1 thru 5=2) (ELSE=4) INTO noroutrecid.

VARIABLE LABELS noroutrecid 'What do you think will lead you back to offending?'.
EXECUTE. With new name changed to NOROUTE

Variable 410

Recoding to var 410(stopreac) as grouped above

RECODE reacstop (1=1) (19=6) (2 thru 5=2) (6 thru 10=3) (11 thru 12=4) (13 thru 18=5) (20 thru 23=7) (ELSE=8) INTO stopreac.

VARIABLE LABELS stopreac 'What reaction to your offences would be most likely to stop you doing it again?'.
EXECUTE.

227 variable – View of what reaction might stop him/her offending (reacstop)

- Outline of Question: What reaction to your offences would be most likely to stop you doing it again?
- Categories:

Personal Consequences or Loss

1=being separated from my child/ren,

Personal Consequences

2=fear of rejection by family and friends,

3=just don't need the trouble,

4=not wanting to feel bad,

5=disgust and disapproval of family, friends and victim,

Positive Intervention

6=people intervening to physically prevent me committing an offence,

7=having people around me showing me they're loving and people telling me if I do it again I could end up in prison,

8=ignore me,

9=people talking to me and giving me advice,

10=seeing hurt/upset caused,

Justice Consequences/Positive Intervention

11=talking with my probation officer and seeing the victims side of it and it puts it into perspective, it's shocking,

12=seeing someone suffer badly or getting caught,

Justice Consequences

13=the sentence/process I received,

14=concern about what kind of sentence I would get if I was convicted of doing it again,

15=thinking about what would happen to me,

16=getting caught,

17=locking me up in prison or a long/longer prison sentence,

18=chop my hands off,

Justice Consequences /Personal Loss

19=getting arrested and locked up in a cell or being separated from spouse/partner and losing my job, losing everything,

No ideas

20=don't know,

21=nothing could stop me if I wanted to do it/was in the mood to do it,

22=wouldn't do it again/not going to do it again,

23=don't want to contemplate it,

(missing values: 24=inaudible, 25=participant not asked, 26=understanding unclear)

Variable 411

Recoding to var 411(punalt) as grouped above

RECODE altpun (1 thru 11=1) (12 thru 17=2) (ELSE=3) INTO punalt.

VARIABLE LABELS punalt 'What other way could your offences have been dealt with effectively instead of punishing you?'.
EXECUTE.

228 variable – View of alternatives to his/her punishment (altpun)

- Outline of Question: What other way could your offences have been dealt with effectively instead of punishing you?
- Categories:

No or nominal or street Punishment

1=asking me why I committed the offences instead of just putting me away,

2=just letting me go would have stopped me reoffending because I wouldn't have had to sit around all day in court,
 3=preventative measures like educating young people about the consequences of getting involved in drugs and crime and the snowball effect of one crime leading to another, while also decriminalizing drugs to prevent it starting the snowball rolling,
 4=punish the right people not him/er who was innocent,
 5=by the time I was sentenced I had already turned my life around for several years so my prison sentence was out of date and there should be a way to reflect that in sentencing,
 6=one on one with alleged victim to sort it face to face without punishment to prevent alleged victim vandalizing my van,
 7=could have been given more points on my license but not a ban and certainly not such a long ban,
 8=sit down and talk with me and then they would understand,
 9=beat me up,
 10=could have been sorted out with someone stepping in and saying right, you did that, you're a prat, shake on it and go on your way,
 11=counseling,
Existing Punishment
 12=de facto having had dealings with the police which s/he doesn't want to have to again as wants to get on with his/er life,
 13=same punishment but without the fine,
 14=endorses the punishment s/he received,
 15=s/he can't think of an alternative punishment/no alternative/don't know/I don't think there was/can't think of another way,
 16=offences need to be punished/punishment is probably the best way/I needed to be punished/punishment assists learning,
 17=probation and booster courses not prison,
 (missing values: 18=participant not asked)

Variable 412

Recoding to var 412(crimefail) as grouped above

RECODE effail (21=6) (1 thru 5=1) (6 thru 10=2) (11 thru 12=3) (13 thru 14=4) (15 thru 20=5) (ELSE=7) INTO crimefail.

VARIABLE LABELS crimefail 'If 'crime' was called 'failure' would it put you off offending?'.
 EXECUTE.

230 variable – Effect on offending if crime was known as 'failure' instead (efffail)

- Outline of Question: What if 'crime' was called 'failure' instead of crime? For example, if I said that "By offending you showed you were a failure" Would it put you off offending or make you more likely to offend?
- Suggested Answers: Put me off offending / Make me more likely to offend
- Categories:

Using failure would put me off offending

- 1=put me off offending,
- 2=probably put me off offending,
- 3=might put me off offending because no one wants to be a failure,
- 4=it would really/probably put me off because it would really hurt/be more hurtful/sink in more to be called a failure,
- 5=put me off offending because I believe that's true, I think offending is failure isn't it,

Neutral to offending

- 6=made/make me feel worse about myself,
- 7=would not put me off offending,
- 8=don't know,
- 9=considers this question irrelevant to him/er and his/er situation,
- 10=there is no difference between calling it crime or failure,

Feels like a failure to have offended

- 11=I already feel like that about my offence so it doesn't apply to me, but good for those who take glory, or habitual offenders who relish a life of crime and who feel it has some worth,
- 12=feels like it was a failure to have done it,

Calling offending crime is worse than failure

- 13=don't know if it would put me off or not but don't want to be classed as a failure, but being classed as a criminal is worse,
- 14=some things are crime, they're not failures, they are too serious to be just failures, they're crimes,

Using failure makes me more likely to offend

- 15=feeling like a failure made/would make me offend in the first place and to reinforce that by calling me a failure would made/make me feel worse about myself,
- 16=make me more likely to offend because it could make me feel worse about myself,
- 17=make me feel angry and anyway feeling like a failure made/would make me offend in the first place,
- 18=make me more likely to offend,
- 19=it would just make you... you'd be a criminal for the rest of your life,
- 20=feeling like a failure made/would make me offend in the first place and would make me more likely to offend again,

Nothing would put me off

- 21=when abusing substances it doesn't matter what it is called,
- (missing values: 22=insufficient or unclear data, 23=participant not asked)

Variable 413

Recoding to var 413(crimealt) as grouped above

RECODE whateff (1=1) (2=2) (14=6) (3 thru 4=3) (5 thru 10=4) (11 thru 13=5) (15 thru 18=7) (ELSE=8) INTO crimealt.

VARIABLE LABELS crimealt 'What could crime be called that might put you off offending?'.
EXECUTE.

231 variable – What could crime be known as to put him/er off offending (whateff)

- Outline of Question: What could it be called that might put you off offending?

- Categories:

Endorses using failure

1=endorses failure saying says failure is a powerful enough word or a good word or I'd hate to be called a failure,

Don't know

2=don't know or can't think of anything or there isn't anything,

Endorses using crime/offending

3=nothing else really, its just crime so call it that or offending is offending or crime's a good enough word,

4=got child/ren and know what offending is cos their dad always in and out of prison, that's an offender, I don't want that perception of me,

Provides own naming suggestion

5=something you don't want to be called like a druggy,

6=call it a 'wrong',

7=something negative that carries nothing but negativity, no glory in it, and specific to specific crimes eg rapist or paedophile,

8=being called a low life,

9=saying I was letting people down and hurting people would've helped me realize I was hurting the victim and help stop me,

10=every crime has a different name so I just suppose depending what crime,

Action not naming is what matters

11=using criminals as guinea pigs for medical experiments instead of using innocent animals,

12=the thought of going to prison is what puts me off,

13=I don't know what to call it, but what matters is getting people onto courses to tackle their problems,

Using names makes me more likely to offend

14=using derogatory words wouldn't put me off, it would just put my back up,

Nothing would put me off

15=couldn't call it anything that would put me off,

16=it wouldn't matter what it was called because all that mattered was that I was gaining from crime,

17=I don't think it matters what it's called really, people are still going to do it,

18=it wouldn't matter what it was called because I was on abused substances,

(missing values: 19=inaudible or insufficient, 20=participant not asked)

Variable 414

Recoding to var 414(crimewweak) as grouped above

RECODE effweak (11=3) (12=4) (1 thru 7=1) (8 thru 10=2) (ELSE=5) INTO crimewweak.

VARIABLE LABELS crimewweak 'If 'crime' was called 'weakness' would it put you off offending?'.
EXECUTE.

232 variable – Effect on offending if crime was known as 'weakness' instead (effweak)

- Outline of Question: What if 'crime' was called 'weakness' instead of crime? For example, if I said that "By offending you showed you were weak" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

- Categories:

Using weakness would put me off offending

1=put me off offending or de facto put me off offending,

2=probably put me off offending,

3=it might put me off, it can be a sign of weakness,

4=put me off offending because offending is a weakness,

5=weak is suitably negative,

6=yeah maybe yeah, failure, weakness, it's all the same sort of thing,

7=I'd want to show people that I'm not weak by stopping offending, do it right, show everyone that I'm not weak, that's all I can do,

Neutral to offending

8=would not put me off offending,

9=it would just aggravate or undermine or provoke people to call them weak,

10=I don't see it as effective or as ever happening but I suppose it might put me off but you'd just get people saying a weakness was it, I took five coppers out, knocked the shit out of them and then you're calling it a weakness,

Feels like a weakness to have offended

11=feels like it was weak to have done it,

Calling offending crime is worse than weakness

12=don't know if it would put me off or not but don't want to be classed as weak, but being classed as a criminal is worse,

(missing values: 13=participant not asked, 14=understanding unclear, 15=inaudible or incomplete)

Variable 415

Recoding to var 415(crimeharm) as grouped above

RECODE effharm (12=3) (1 thru 6=1) (7 thru 11=2) (13 thru 14=4) (ELSE=5) INTO crimeharm.

VARIABLE LABELS crimeharm 'If 'crime' was called 'harm' would it put you off offending?'. EXECUTE.

233 variable – Effect on offending if crime was known as 'causing harm' instead (effharm)

- Outline of Question: What if 'crime' was called 'causing harm' instead of crime? For example, if I said that "By offending you caused harm" Would it put you off offending or make you more likely to offend?

- Suggested Answers: Put me off offending / Make me more likely to offend

- Categories:

Using harm would put me off offending

1=it would put me off offending and make me realize what I was doing,

2=put me off offending,

3=might put me off offending,

4=would put me off cos I would certainly not like to be described as somebody who causes harm to other people, I would feel that did not reflect who I am,

5=if it was causing harm it would put me off,

6=it would put you off if you agreed what you had done was actually harmful,

Neutral to offending

7=offences don't always cause harm,

8=would not put me off offending,

9=I knew it could have or did cause harm when I did it,

10=whatever you call it is all the same,

11=whatever way you say it is going to put me off,

Using harm makes me more likely to offend

12=some people want to cause harm,

Nothing would put me off

13=it might put me off offending, but when you are abusing substances you don't care about anything but those substances,

14=it wouldn't matter what it was called because all that mattered was that I was gaining from crime,

(missing values: 15=inaudible or incomplete or unclear, 16=participant not asked)

Variable 416

Recoding to var 416(VICCRIM) as grouped above

RECODE crimvic (1=1) (2=2) (3=3) (4=4) (5=5) (6 thru 7=2) (8 thru 10=3) (ELSE=6) INTO VICCRIM.

VARIABLE LABELS VICCRIM 'Where do you lie on a scale between criminal and victim?'. EXECUTE.

236 variable – Belief in whether s/he is a criminal or a victim (crimvic)

- Outline of Question: Where do you lie on a scale between criminal and victim, where 1 is criminal and 4 is victim?

- Categories:

Criminal

1=criminal (ie unmitigated 1 or 1.5),

Criminal-sided

2=mostly criminal but a bit victim (ie 2),

6=1, I was a criminal,

7=used to be a 1 but now neither,

Neutral

3=fifty fifty/both/in the middle (ie 2.5),

8=neither,

9=I'm not really a criminal, I've just done stupid things, shoplifting and stuff like that, and I ain't a victim so I don't know, 1 or 2,

10=1 because I am a criminal because I've been done for that,

Victim-sided

4=mostly victim but a bit criminal (ie 3 or 3.5),

Victim

5=victim (ie 4),

(missing values: 11=participant not asked)

Variable 417

Recoding to var 417(NEED) as grouped above

RECODE needs (1 thru 14=1) (15 thru 16=2) (17 thru 22=3) (ELSE=4) INTO NEED.

VARIABLE LABELS NEED 'What needs do you have/had that you think must be sorted out to stop you offending?'. EXECUTE.

237 variable – View of his/her needs to be sorted out to prevent his/her reoffending (needs)

- Outline of Question: What needs do you have that you think have to be sorted out (or needed to be sorted out) if you are going to stop offending?

- Categories:

Needs

1=get self back on track and working,

2=don't know, get a job really, get me motivated, get me something to do,

3=substance use,

4=anger,

5=just want to sort myself out really, just be there for my kid and make some money,

6=substance abuse and boyfriend issues,

7=need others to watch me to stop me doing wrong,

8=driving licence,

9=get and stay on the straight and narrow,

10=improve self esteem and pride especially through getting a job and friend and family relationships,

11=counseling,

12=stable relationship and job,

13=substance abuse and waking up to realise what I'd done,

14=I have stopped, got rid of all the people that were a negative influence,

Needs unspecified

15=I no longer need to offend, I hope that I've dealt with everything to stop me re-offending,

16=I've got what I need to stop offending, I don't intend to offend again,

Needs unacknowledged

17=denied existence of needs,

18=I'm not going to offend again/stopped offending,

19=I will stop offending by myself now. I'm old enough and wise enough to know I can stop offending,

20=not relevant to me,

21=I'm just so positive I'm not going to offend so I don't know if I can answer that one you know,

22=don't know,

(missing values: 23=participant not asked, 24=insufficient answer)

Variable 418

Recoding to var 418(CHOICE) as grouped above

RECODE choiact (1=1) (2=2) (3=3) (4=4) (5 thru 7=5) (ELSE=6) INTO CHOICE.

VARIABLE LABELS CHOICE 'To what extent do you make choices about your life or do circumstances dictate what you do?'.
EXECUTE.

239 variable – Belief in whether s/he has choice over his/her actions (choiact)

- Outline of Question: On a scale of 1-4, to what extent do you make choices about your life or do circumstances dictate what you do?

- Categories:

Choice

1=I have complete choice (ie 1),

Mostly Choice

2=I mostly have choice (ie 2),

Fifty Fifty

3=fifty fifty/halfway/middle (ie c2.5),

Circumstances Mostly Dictate

4=circumstances mostly dictate what I do (ie 3 or 3.5),

Circumstances Dictate

5=circumstances dictate what I do (ie 4),

6=at the time it was a 4 because of substance abuse, now it's a 2,

7=there's always a choice but circumstances dictated what happened to me, I didn't have a choice in it so I'd say 1 and 4,

(missing values: 8=participant not asked)

Choice Measure

Composition

With regard to choice only one direct measure was used¹.

Choice Measure

V418² (X) =q239³ (Y) Q To what extent do you make choices about your life or do circumstances dictate what you do?

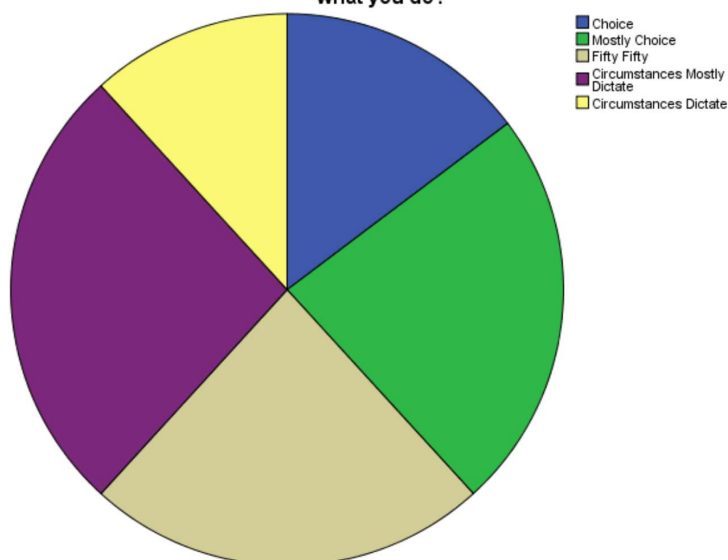
¹ See Choice Subsection of the Options Section of the Context Chapter

² Variable Number

³ Questionnaire Question Number

Choice Measure

To what extent do you make choices about your life or do circumstances dictate what you do?



To what extent do you make choices about your life or do circumstances dictate what you do?	Frequency
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Choice

1=I have complete choice (ie 1),

Mostly Choice

2=I mostly have choice (ie 2),

Fifty Fifty

3=fifty fifty/halfway/middle (ie c2.5),

Circumstances Mostly Dictate

4=circumstances mostly dictate what I do (ie 3 or 3.5),

Circumstances Dictate

5=circumstances dictate what I do (ie 4),

6=at the time it was a 4 because of substance abuse, now it's a 2,

7=there's always a choice but circumstances dictated what happened to me, I didn't have a choice in it so I'd say 1 and 4,

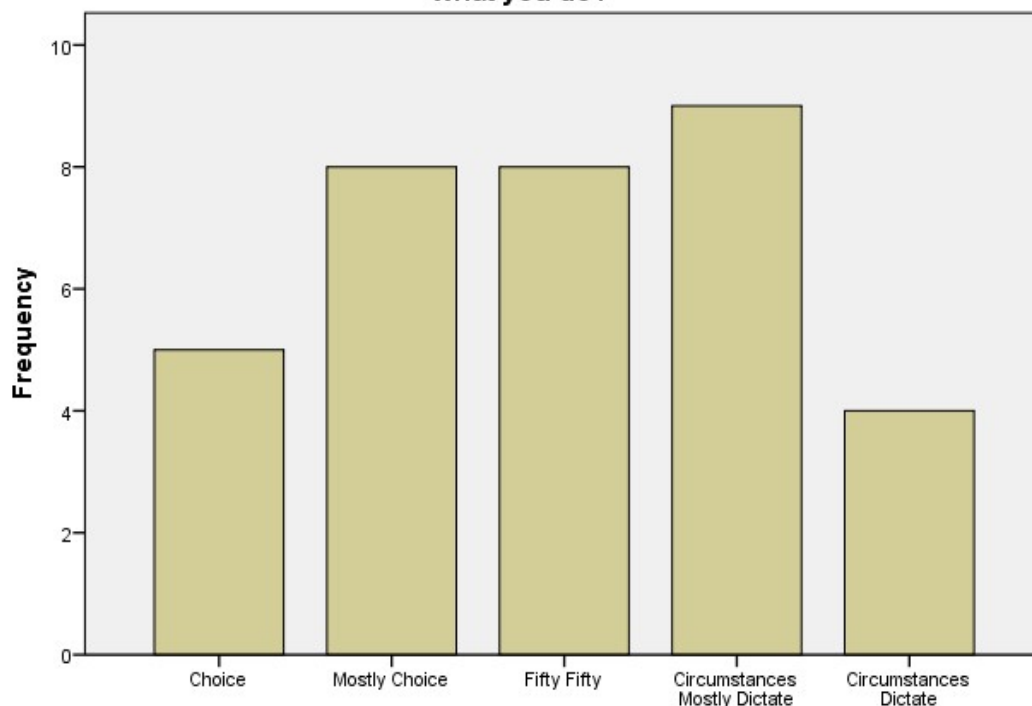
Choice	5
Mostly Choice	8
Fifty Fifty	8
Circumstances Mostly Dictate	9
Circumstances Dictate	2
6=at the time it was a 4 because of substance abuse, now it's a 2,	1
7=there's always a choice but circumstances dictated what happened to me, I didn't have a choice in it so I'd say 1 and 4,	1

Choice Measure

To what extent do you make choices about your life or do circumstances dictate what you do?

	Frequency	Percent	Valid Percent	Cumulative Percent
Choice	5	13.5	14.7	14.7
Mostly Choice	8	21.6	23.5	38.2
Fifty Fifty	8	21.6	23.5	61.8
Circumstances Mostly Dictate	9	24.3	26.5	88.2
Circumstances Dictate	4	10.8	11.8	100.0
Total	34	91.9	100.0	
Missing 6	3	8.1		
Total	37	100.0		

To what extent do you make choices about your life or do circumstances dictate what you do?



To what extent do you make choices about your life or do circumstances dictate what you do?

This Choice Measure can be compared with other participant characteristics⁴ whilst the individual measures can also be examined individually.⁵

Variable 419

Recoding to var 419(harmdone) as grouped above

RECODE specharm (28=4) (1 thru 20=1) (21 thru 25=2) (26 thru 27=3) (ELSE=5) INTO harmdone.

VARIABLE LABELS harmdone 'What are the things you have done that you think are harmful to others?'.
EXECUTE.

243 variable – Specifying the harms s/he believes s/he has caused (specharm)

- Outline of Question: What are the things you have done that you think are harmful to others?

- Categories:

Offences

1=my crime(s)/offence(s),

2=fighting,

3=shoplifting,

4=stealing, fighting, being hurtful,

5=selling drugs, feeding someone's habit, someone's bad habit, I was just as bad as them,

6=crimes of fraud, sexual grooming, breach of SOPO and trust, impact on friends and family of my crime and prison,

7=fraud,

8=taking belongings,

9=took prize possessions and people can't sleep knowing could happen again and they could be watched sleeping,

10=a lot, hitting, robbing, smashing something up that's not mine, a lot of things,

11=hit people,

12=the worse thing I did, I tried suffocating my ex partner and she passed out,

13=hit people and been aggressive,

14=beat people up,

15=I batter people to the extreme, I've hurt people, I've hurt people to the extreme,

⁴ See Participant Characteristics Section of the Participant Chapter

⁵ See Choice Subsection of the Options Section of the Context Chapter

16=hurt people physically,
 17=attacking,
 18=nothing, I only hit my sister,
 19=robbed money off my dad,
 20=insulting, swearing, hitting, that sort of thing,
Nonoffences
 21=I wasn't the best husband in the world but I got married young,
 22=let down my family/let down others,
 23=lied,
 24=saying bad things to people,
 25=upset to child and parents, I've never done it before and it was the thought of my daughter and parents finding out,
Younger
 26=been a bit of a pain in the arse when I was younger, Just getting in trouble at school and stuff,
 27=when I was younger I used to burgle houses, that's about it,
Nothing
 28=nothing to others, only harmed myself with my actions,
 (missing values: 29=participant not asked, 30=unclear)

Variable 420

Recoding to var 420(harmed) as grouped above

RECODE harmspec (1 thru 12=1) (13 thru 21=2) (22 thru 24=3) (25 thru 26=4) (ELSE=5) INTO harmed.
 VARIABLE LABELS harmed 'What are the things others have done that you think are harmful to you?'.
 EXECUTE.

246 variable – Specifying the harms s/he believes s/he has been caused (harmspec)

- Outline of Question: What are the things others have done that you think are harmful to you?
- Categories:

Violence

1=beaten me,
 2=fighting,
 3=been assaulted, people have been aggressive to me and unfriendly,
 4=six years with domestic abuse and not having a very supportive family,
 5=been stolen from and got beaten up three times,
 6=child abuse, someone raping my partner, loads of things,
 7=rape,
 8=physical and mental abuse from my exspouse/partner,
 9=beatings and threats from my father,
 10=have been bottled in the face,
 11=assaulted,
 12=domestic abuse including beaten black and blue, torched, had a gun held to my head, lots done to me, I just didn't know how to cope with life and found drugs,

Turmoil

13=I think the thing I've suffered very much, I've been bullied a lot and taken advantage of,
 14=going behind my back,
 15=life turned upside down by accusation, horrible things about me in newspaper, computer hacked, harassed,
 16=not a lot, just the normal family fall outs and stuff,
 17=not showing me loyalty nor support I need,
 18=spouse/partner leaving and taking the child/ren,
 19=someone ran off with my wife twice,
 20=saw people top selves, mental stuff in care, approved schools, borstals, gays, lived alone, coped alone,
 21=bad mouthing and staring,

Nothing

22=nothing/nothing really/nothing I can think of,
 23=lists the things that haven't been done to him/er and says that therefore he has not done those things to others,
 24=doesn't want to talk about it,

Justice

25=judged me,
 26=sending me to jail,
 (missing values: 27=in audible, 28=participant not asked)

Variable 421

Recoding to var 421(wantpun) to show yes or no to desire to punish

RECODE despun (8=1) (11=1) (12=2) (1 thru 2=1) (3 thru 7=2) (9 thru 10=2) (ELSE=3) INTO wantpun.
 VARIABLE LABELS wantpun 'Do you want to punish them for the harm they have caused you?'.
 EXECUTE.

EXECUTE.

247 variable – Desire to punish those that have harmed him/er (despun)

- Outline of Question: Do you want to punish them for the harm they have caused you?

- Suggested Answers: Yes/no

- Categories:

1=no they have already had a hard enough time,

2=no,

3=sometimes I do but then I just think to myself I'm grown up now, it's like all in the past so,

4=no hopefully fate will punish them,

5=wanted to in the past,

6=yes to any degree,

7=I have punished them,

8=no, I've forgiven them. God wants us to forgive others,

9=yeah I'd like to but I'd be put back in jail,

10=no, I just don't see them,

11=no, other things comfort me,

12=no, but the assault was to punish them,

(missing values: 13=inaudible, 14=participant not asked)

Variable 422

Recoding to var 422(knowrul) as grouped above

RECODE knorules (1 thru 2=1) (3 thru 8=2) (9 thru 10=3) (ELSE=4) INTO knowrul.

VARIABLE LABELS knowrul 'Do you always know what the rules are?'.
EXECUTE.

256 variable – Knowing the rules (knorules)

- Outline of Question: Do you always know what the rules are?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes,

2=de facto yes with I'm not stupid/ I'm not a kid,

Partial Yes/No

3=mostly,

4=I would say yes, I think, I mean most of it is commonsense I think isn't it,

5=well you know what's right and wrong, but with regard to knowing the rules I suppose so,

6=sometimes don't know but use common decency, if you think it's wrong it's probably wrong,

7=to some extent, but thought s/he would be understood in the situation s/he was in,

8=not always,

No

9=no or not really,

10=no, they're changing laws constantly and don't tell you so how do you know you're breaking the law,

(missing values: 11=participant not asked)

Variable 423

Recoding to var 423(SAFERUL) as grouped above

RECODE exrules (1=1) (2 thru 7=2) (8 thru 9=3) (ELSE=4) INTO SAFERUL.

VARIABLE LABELS SAFERUL 'Does the existence of rules keep everyone safe?'.
EXECUTE.

257 variable – Attitude to the existence of rules (exrules)

- Outline of Question: Does the existence of rules keep everyone safe?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes,

Conditional

2=I believe so/I suppose so/ I'd like to think so/I think so,

3=supposed to/they try to/I suppose that's the idea,

4=I suppose you've got to have rules,

5=if people abide by them,

6=not everybody, not people who are prepared to break them,

7=not completely,

No

8=no or not really,

9=no because it is failing to stop crime,
(missing values: 10=inaudible, 11=participant not asked)

Variable 424

Recoding to var 424(bestright) as grouped above

RECODE rightbest (1=1) (8=5) (7=4) (2=2) (3 thru 6=3) (ELSE=6) INTO bestright.

VARIABLE LABELS bestright 'Which is more important to you, doing what is right or doing what is best for you?'.
EXECUTE.

258 variable – Choosing between what is right and what is best for him/er (rightbest)

- Outline of Question: Which is more important to you, doing what is right or doing what is best for you?
- Suggested Answers: Right / Best for me
- Categories:

Right

1=right,

Now Right

2=hasn't always been the case in the past, but doing what is right,

Mixed

3=I like to think I do what's right but it depends how much it's going to affect me,

4=don't know, that's a difficult one. Every now and then you want to do what's best for you whether it's right or wrong,

5=both,

6=torn between the two,

Partner/spouse

7=doing what's best for my partner/spouse,

Self

8=best for self,

(missing values: 9=understanding unclear, 10=participant not asked)

Variable 425

Recoding to var 425(ALWRIGHT) as grouped above

RECODE attright (11=4) (1 thru 3=1) (4 thru 7=2) (8 thru 10=3) (ELSE=5) INTO alwright.

VARIABLE LABELS alwright 'Do you think you should do what is right by society, even if society lets you down?'.
EXECUTE.

260 variable – Attitude to doing what is right even when society lets him/er down (attright)

- Outline of Question: Do you think you should do what is right by society, even if society lets you down?
- Suggested Answers: Yes/no
- Categories:

Yes

1=yes otherwise it all descends into chaos/anarchy/pointlessness/bad state,

2=you've got to,

3=yes to any degree,

Uncertain

4=supposed to,

5=you can always try,

6=I don't know I suppose so,

7=sometimes,

No

8=hesitant yeah and then don't know really, if things let you down you're not really going to trust it are you, 9=no,

10=no, what's the point in me doing right for them when they ain't doing right for me,

Won't Happen

11=society isn't going to let me down, I never let society down, it's not a relevant question really,

(missing values: 12=participant not asked, 13=understanding unclear)

Variable 426

Recoding to var 426(dealcrit) as grouped above

RECODE critdeal (13=4) (1 thru 3=1) (4 thru 9=2) (10 thru 12=3) (14 thru 16=5) (ELSE=6) INTO dealcrit.

VARIABLE LABELS dealcrit 'If someone criticised you when you were trying to do something would you.....?'.
EXECUTE.

262 variable – Dealing with criticism (critdeal)

- Outline of Question: If someone criticised you when you were trying to do something would you.....?
- Suggested Answers:

Try harder

Ask for help

Give up

Get angry

- Categories:

Productive

1=try harder and ask for help,

2=try harder,

3=ask for help,

Hostile productive

4=I don't listen, I would say what is it I have done wrong,

5=before I would get angry but now probably just try harder just to show I can do it,

6=get angry and try harder,

7=try harder and ask for help, if you think you can do it better, I'd still carry on doing my bit,

8=get angry and sometimes try harder. I feel angry and I feel right I'll show you I can do it, the anger starts first then I try harder,

9=some people don't have the right to criticize, I wouldn't get angry, but sounds like s/he would, says would say you tell me or show me how then,

Hostile

10=get angry,

11=I don't really care, I don't listen to them,

12=I'd say mate you have a go. You do it!

Hostile debilitating

13=I would give up or get angry,

Depends

14=depends if I was trying...probably get a bit annoyed,

15=depends who they were,

16=depends who did it, if it was my girlfriend I'd try harder, with nothing invested would just walk out,

(missing values: 17=participant not asked,18=inaudible)

Variable 427

Recoding to var 427(dealunha) as grouped above

RECODE unhadeal (1=1) (6=3) (11=5) (2 thru 5=2) (7 thru 10=4) (12 thru 17=6) (18 thru 22=7) (23 thru 24=8) (ELSE=9) INTO dealunha.

VARIABLE LABELS dealunha 'Dealing with Unhappiness'.

EXECUTE.

263 variable – Dealing with unhappiness (unhadeal)

- Outline of Question: If you were unhappy would you.....?

- Suggested Answers:

Neg Have an alcoholic drink/drugs

Pos Talk to someone you trust

N Cry

Neg Get into a fight

Neg Argue

N Give yourself a treat to cheer you up

N Distract yourself by doing something else

- Categories: (cry, give yourself a treat to cheer you up, distract yourself by doing something else and sleep could be pos or neg or neutral depending on what it accompanies)

Positive

1=talk to someone you trust,

Positive with Neutral

2=talk to someone you trust, cry and distract yourself by doing something else,

3=talk to someone you trust, distract yourself by doing something else,

4=talk to someone you trust, give yourself a treat to cheer you up,

5=talk to someone you trust, distract yourself by doing something else, try and walk away from the situation,

Positive now but negative in the past

6=used to have an alcoholic drink/drugs, now talk to someone you trust,

Neutral

7=give yourself a treat to cheer you up,

8=distract yourself by doing something else,

9=distract yourself by doing something else, smiled at thought of crying and said never cries,

10=cry,

Neutral now but negative in the past

11=used to have an alcoholic drink/drugs, now cry,

Mixed

12=any/all of them,

13=used to have an alcoholic drink/drugs, now talk to someone you trust, argue sometimes and cry sometimes,

14=distract yourself by doing something else, talk to someone you trust and have an alcoholic drink/drugs, 15=talk to someone you trust, get into a fight, argue,

16=all except get into a fight and argue, although does say s/he could get into an argument,

17=all except give yourself a treat to cheer you up and depends with get into a fight,

Negative with Neutral

18=have an alcoholic drink/drugs and also have a sleep because feeling stressed makes me very tired,

19=argue, give yourself a treat to cheer you up,

20=have an alcoholic drink/drugs and give yourself a treat to cheer you up,

21=have an alcoholic drink/drugs, cry, argue,

22=have an alcoholic drink/drugs, cry, get into a fight, argue,

Negative

23=get angry,

24=have an alcoholic drink/drugs, argue,

(missing values: 25=participant not asked)

Variable 428

Recoding to var 428(dealrej) as grouped above

RECODE jrdeal (12=3) (1 thru 9=1) (10 thru 11=2) (13 thru 20=4) (21 thru 22=5) (ELSE=6) INTO dealrej.

VARIABLE LABELS dealrej 'Dealing with being Rejected for Jobs'.

EXECUTE.

264 variable – Dealing with job rejection (jrdeal)

- Outline of Question: If you kept being rejected for jobs would you.....?

- Suggested Answers:

P1 Go back to college or training to get more qualifications

P2 Do some voluntary work to get more experience

N3 Give up trying and make a life for yourself on benefits

P4 Keep on applying for jobs

N5 Get angry

P6 Ask for help and advice

N7 Survive by having to commit offences to earn a living

- Categories:

- any degree of possibility, but record degree of possibility for P1&2 because require significant effort.

Positive Fallback with extra effort	Positive Fallback	Positive without Fallback	Negative
P1 Go back to college or training to get more qualifications P2 Do some voluntary work to get more experience + always working/worked	P6 Ask for help and advice	P4 Keep on applying for jobs	N3 Give up trying and make a life for yourself on benefits N5 Get angry N7 Survive by having to commit offences to earn a living

Positive Fallback with extra effort

1=can't visualize being out of work/never happen/ed,

2=can't visualize being repeatedly rejected for jobs, but if s/he was would do 1, 2, 4, 6,

3=1,2,4,6,

4=1,4,6 and maybe 2,

5=1, 4, 6,

6=1,4,

7=1,

8=4,6 and if need be in future 1,

9=4,6 and maybe 1,

Positive Fallback

10=4, 6,

11=6,

Positive without fall back

12=4,

Mixed

13=says 3 but then says wouldn't because not a dossier, so then says 4, because I will get work,

14=says 5 then adds when asked about anything else 1,4, try and get the job that I wanted,

15=1, 5, 6,

16=1, 4, 5,

17=5, 6,

18=6, 3,

19=4, 5,
20=1, 4, 5, 7 and says would do 6 but has no faith in it and says wouldn't do 3 but equivocally while also claiming to hate benefits,
Negative
21=I can't work,
22=7
(missing values: 23=participant not asked)

Variable 429

Recoding to var 429(lostjob) as grouped above

RECODE jobloss (1 thru 3=1) (4 thru 8=2) (9 thru 24=3) (ELSE=4) INTO lostjob.

VARIABLE LABELS lostjob 'How did you lose your last job?'.
EXECUTE.

265 variable – Reason for losing last job (jobloss)

- Outline of Question: How did you lose your last job?
- Categories:

Workers

1=haven't lost a job,
2=I've always worked/am always working,
3=evasive over losing work/having used to have a business but says he can do lots of things and suggests he always has work he can do,

Neutral

4=lost my business,
5=it was only a temporary job,
6=made redundant,
7=went to prison,
8=drink driving,

Non workers

9=I quit when I don't enjoy them/have had enough of them/didn't think it was for me,
10=sacked for drinking and driving and also for not turning up for work lots of times because of substance abuse,
11=sacked for not turning up because of substance abuse,
12=I walked out, stopped working, because of substance abuse and didn't want to have to get up to go to work,
13=never worked,
14=couldn't continue with job because moved away,
15=I quit (that was theocado job),
16=was attacked so was unable to continue his/er trade so is going to have to learn something new, but not doing so,
17=gave up work when I got pregnant and I never went back,
18=just didn't work out,
19=sacked for poor attendance, not turning up, also a lot of gaps in employment,
20=I jacked it in because I was going through custody of my boy and I couldn't afford solicitors so I jacked it to get legal aid,
21=I argued with the manager,
22=I quit because I didn't like the hours, but I found a better job,
23=I only worked to get extra money, I always leave jobs, varying reasons inc moving, circumstances with my ex, didn't want to do job or wasn't happy with what job was or not enjoying it,
24=can't remember his/er last job as been on the sick for so long,
(missing values: 25=unclear, 26=participant not asked)

Variable 430

Recoding to var 430(lossnext) as grouped above

RECODE nextloss (15 thru 19=3) (9 thru 14=2) (1 thru 8=1) (ELSE=4) INTO lossnext.

VARIABLE LABELS lossnext 'What might lead you to lose your current/next job?'.
EXECUTE.

266 variable – Potential reason for losing next job (nextloss)

- Outline of Question: What might lead you to lose your current/next job?
- Categories:

Nothing

1=nothing/won't happen/nothing really,
2=I don't think anything will but I can always find work and it's up to me to do that,
3=hopefully nothing or hopefully won't happen,
4=nothing because I am self employed/nothing because it's a stable job,
5=relationship and work I suppose, I don't think I would lose my next job now,
6=could lose your job over a mistake at work that could be petty but very unlikely that could happen,
7=hopefully nothing really, that's if I get a job,
8=(deep breath) I won't, I won't, I wouldn't, I don't know, I just wouldn't sacrifice it,

Own shortcomings

9=not turning up for work because of substance abuse, I'm already not always turning up and already at risk of losing my job because of it,
 10=substance abuse if I relapsed, it's happened a few times,
 11=might get a boss that's moany or something like that and you can't stand him, that's about it,
 12=stealing,
 13=not turning up, getting up in the morning, that's me,
 14=substance abuse,
Outside control
 15=general state of the economy,
 16=depends on what happens at court,
 17=don't know,
 18=it would be quite difficult but if my company/employer went under/suffered a catastrophe, then I wouldn't have a job,
 19=criminal record/discovering criminal record/discovering the nature of my offence,
 (missing values: 20=participant not asked)

Variable 431

Recoding to var 431(problems) as grouped above and Recoding to var 432(potprob)

RECODE probdeal (1 thru 3=1)(4 thru 6=2)(7 thru 9=3) (10 thru 12=4) (ELSE=5) INTO problems.

VARIABLE LABELS problems 'Reaction to Problems'.

EXECUTE.

Positive=Thought/Help to be Guided

Positive now, negative previously =Thought/Help to be Guided and Past Problematic Response to be Guarded

Mixed=Thought/Help to be Guided and Problematic Response to be Addressed

Negative=Thought/Help to be Engendered and Problematic Response to be Addressed

268 variable – Dealing with problems (probdeal)

- Outline of Question: How do you react when your plans hit a problem....?

- Suggested Answers: Seek help to solve the problem Pos

Get drunk/high Neg

Give up trying Neg

Think about finding a way round the problem Pos

Get into an argument about it Neg

- Categories:

Positive

1=seek help to solve the problem,

2=seek help to solve the problem and think about finding a way round the problem,

3=think about finding a way round the problem,

Positive now, negative previously

4=seek help to solve the problem, but previously get drunk/high,

5=seek help to solve the problem or think about finding a way round the problem, but previously give up trying,

6=seek help to solve the problem or think about finding a way round the problem, but previously get drunk/high,

Mixed

7=think about finding a way round the problem and get into an argument about it,

8=seek help to solve the problem or give up trying or think about finding a way round the problem,

9=all of them,

Negative

10=get into an argument about it,

11=get drunk/high,

12=give up trying and get into an argument,

(missing values: 13=participant not asked)

Variable 432

Recoding to var 432(potprob)

RECODE probdeal (1 thru 3=1)(4 thru 6=2)(7 thru 9=3) (10 thru 12=4) (ELSE=5) INTO problems.

VARIABLE LABELS problems 'Reaction to Problems'.

EXECUTE.

Positive=Thought/Help to be Guided

Positive now, negative previously =Thought/Help to be Guided and Past Problematic Response to be Guarded

Mixed=Thought/Help to be Guided and Problematic Response to be Addressed

Negative=Thought/Help to be Engendered and Problematic Response to be Addressed

Variable 433

Recoding to var 433(beupset)

RECODE upsdeal (8=2) (12=4) (13=5) (1 thru 7=1) (9 thru 11=3) (14 thru 15=6) (16 thru 20=7) (ELSE=8) INTO beupset.

VARIABLE LABELS beupset 'Reaction to Being Caused Upset'.

EXECUTE.

269 variable – Dealing with upset (upsdeal)

- Outline of Question: If someone upset you would you.....?

- Suggested Answers:

Shout at them

Hit them

Try and talk it through with them

Cry

Storm off and not speak to them

Have an alcoholic drink/drugs

Walk away

- Categories: (cry and walk away and sleep could be pos or neg or mixed depending on what accompanies them)

Positive	Neutral	Neutral negative	Negative
Try and talk it through with them	Cry Walk away	Storm off and not speak to them	Shout at them Hit them Have an alcoholic drink/drugs

Mixed Spanning Pos to Neg

1=all of them,

2=try and talk it through with them and shout at them and cry,

3=with family or partner/spouse would talk it through with them, but with someone on a night out probably shout at them,

4=walk away or shout at them, but when calm later try and talk it through with them,

5=shout at them, cry, not speak to them, depending on who it was might try and talk it through with them and depending on situation might walk away,

6=try and talk it through with them and shout at them,

7=try and talk it through with them, but if they weren't having it shout at them and then have an alcoholic drink/drugs,

Mixed spanning Neutral to Neg

8=cry, storm off and not speak to them, get the hump about it but other times might stand there and confront it, depends,

Positive

9=try and talk it through with them, except with firey people who prefer to walk away so it's best to do the same,

10=try and talk it through with them,

11=try and talk it through with them and walk away,

Neutral

12=walk away,

Neutral negative

13=storm off and not speak to them,

Negative and Neutral

14=walk away and have an alcoholic drink/drugs,

15=shout at them and walk away,

Predominantly Negative

16=shout at them,

17=storm off and not speak to them, have an alcoholic drink/drugs, walk away,

18=shout at them, storm off and not speak to them,

19=shout at them, hit them, cry, might walk away,

20=shout at them, hit them, cry, storm off and not speak to them, walk away,

(missing values: 21=participant not asked)

Variable 434

Recoding to var 434(CHILDEMO)

RECODE treatchi (1=1) (2 thru 4=2) (5 thru 11=3) (ELSE=4) INTO childemo.

VARIABLE LABELS childemo 'Which of these statements best describes how you were treated as a child?'.
EXECUTE.

274 variable – View of treatment as a child (treatchi)

- Outline of Question: Which of these statements best describes how you were treated as a child?
- Suggested Answers:

With lots of praise and encouragement and love

With lots of criticism and anger and punishment

With indifference and lack of concern

- Categories:

Only lots of praise and encouragement and love

1=with lots of praise and encouragement and love,

No praise and encouragement and love

2=with lots of criticism and anger and punishment,

3=with indifference and lack of concern,

4=with lots of criticism and anger and punishment and with indifference and lack of concern,
Mixed including praise and encouragement and love
5=praise, encouragement and love, got to go with that but I was punished,
6=with lots of praise and encouragement and indifference and lack of concern,
7=with lots of praise and encouragement and love but left to handle life alone with stiff upper lip, couldn't turn to others, not pushed to achieve potential,
8=praise and punishment when I was younger but as I got older it was criticisms because they used to try and punish me but I didn't listen,
9=when you're a child, there's not so many praises, but I think I had encouragement and love, there's nothing that much praise worthy when you're a child,
10=with lots of praise and encouragement and love when we earned it, they loved us, they only caned us as a punishment, you even got that at school,
11=with lots of praise and encouragement and love and with lots of criticism and anger and punishment,
(missing values: 12=participant not asked)

Variable 435

Recoding to var 435(notice)

RECODE notecom (12 thru 19=3) (6 thru 11=2) (1 thru 5=1) (ELSE=4) INTO notice.
VARIABLE LABELS notice 'Who notices and comments on what you do in your life?'.
EXECUTE.

275 variable – View of who notices him/er and acknowledges what s/he does (notecom)
- Outline of Question: Who notices and comments on what you do in your life?
- Categories:

Wide

1=everyone,
2=lots of people,
3=people around me, family and friends,
4=friends and family,
5=family,

Close

6=parents,
7=one parent,
8=my partner/spouse and both parents,
9=one parent, partner/spouse and one other specific nonparent family member,
10=my partner/spouse and a specific nonparent family member(s),
11=my partner/spouse,

Detached

12=ex partner/spouse and child/ren,
13=one specific nonparent family member,
14=one friend,
15=my partner/spouse's mum,
16=staff responsible for him/er,
17=self,
18=says no one but admits partner/spouse does, but s/he's not involved with anyone else,
19=no one,

(missing values: 20=participant not asked)

Variable 436

Recoding to var 436(comms)

RECODE viewcom (25=8) (24=7) (23=6) (18=4) (1 thru 5=1) (6 thru 9=2) (10 thru 17=3) (19 thru 22=5) (ELSE=9) INTO comms.
VARIABLE LABELS comms 'What sort of comments do noticing commentators make?'.
EXECUTE.

276 variable – View of those acknowledgements (viewcom)
- Outline of Question: What sort of comments do they make?
- Categories:

Positive

1=good comments,
2=encouraging comments,
3=supportive comments,
4=mostly/generally nice/good comments,
5=they're proud of me,

Earned positive

6=good comments earned through his/er work,
7=encouraging progress and praising progress,
8=if I do something good they're happy and proud,

9=good/positive comments noticing I've changed/I'm changing,

Corrective positive

10=she's a surrogate mum, tells me off when I'm doing wrong, what you doing now, why you doing this and just get round here will you, she's 60, she's lovely, she came to see me in rehab,

11=praise when good, encouragement, also could do better, also don't be a twat, but usually with something constructive,

12=to sort my life out because she loves me and wants the best for me,

13=if I'm doing something wrong she'll say look your slipping and she'll help me back up,

14=lets me know if I'm doing something wrong or if I can complete something like I've got no reason to do it, I'm capable of doing it,

15=you're doing well for yourself just don't go back to your old ways, you're doing well, keep it up,

16=if it's good, a good comment, if it's not good they say so,

17=well done and sort it out, get your head round this will you mate, that kind of thing,

Corrective

18=sort yourself/your life out,

Negative

19=nagging, criticism for drinking, dogs molting, haven't hoovered for a week, how long's the washing up been there,

20=if I'm doing crap they'll tell me I'm doing crap,

21=when you going to make me proud, when you going to do something better, when gonna do this, he don't stop, all the time,

22=tells me off,

Mixed

23=varies,

Indulgent

24=my mum says she always wants me to be happy because I was the youngest of the family I'm special to her because I'm the baby of the family,

Mutual

25=see how everyone is doing, look after each other,

(missing values: 26=participant not asked)

Variable 437

Recoding to var 437(factview) as grouped above

RECODE viewlist (1 thru 6=1) (7 thru 11=2) (12 thru 16=3) (17 thru 19=4) (20 thru 26=5) (27 thru 30=6) (ELSE=7) INTO factview.

VARIABLE LABELS factview 'What does looking at the list of risk factors make you think?'.
EXECUTE.

278 variable – View of list of factors (viewlist)

- Outline of Question: What does looking at that list make you think?

- Categories:

Impersonal understanding

1=struck by the number of problems people face,

2=reasons why people could offend,

3=eye opener about the sort of walks of life other people that offend come from,

4=if people have had a bad childhood it may affect their offending, not that it applies to me,

5=it doesn't really apply to me but for those deprived with bad early life, no moral guidance, sucked into crime that spirals, stigmatized by prison,

6=that it's true. Bad upbringing can make people go down the wrong road,

Rejects

7=offence one off for me, never going to happen again so all this stuff not relevant for me cos I'm not a typical criminal,

8=not an excuse for offending/doesn't make you offend,

9=rejects list as not relevant to self and as excuses, you're looking for bad homes and bad families to breed bad people, but I'm not a bad person cos been to prison, it was not an active decision on my part to offend,

10=it's just the researchers' own thoughts,

11=my offending is nothing to do with my parents,

Selects to personalize

12=some fit, but some don't like stressed parents, don't think that affected me as a child, as too young to think about it,

13=not all of them, I don't think that being punished as a child makes you offend, I do a lot of drinking, drugs,

14=fitted some but can't blame anyone such as society or parents, only self, my mistake, I accept punishment, now see can sort things out and I will,

15=I agree with some of them, but highlights the ones s/he does not agree with and says s/he had a good upbringing and it was just him/er being the blacksheep and peer pressure,

16=for me not problems when young nor with background nor upbringing, but when older eg poor problem solving, not seeking help, no one to turn to,

Personalised understanding and relates it to both others and self

17=shows that people are similar and relates it to self,

18=I've lacked the love and care I've needed in my life, as others have too, we need loving discipline not over discipline,

19=makes you think about how it all started, why you did what you did, it helps, if things changed it could help young people before they're too old to change,

Personalised understanding and relates it to self

20=my life is a big hassle, it's got loads of things going on, it's made me realize,

21=it's made me think a lot, it's made a lot of the things make sense,

22=mad, mad all them things and me, definitely relates to me,

23=that I'm doing good in certain things,

24=lots to think of, realise where slacked and where progressed, brings back a lot, hard to answer where answers mixed,

25=my life was shit, that's why I want to change it, no point bitching about it, might as well do something about it myself instead,

26=it was part of my life to me, just part of me growing up, never close to my parents, don't speak to my mum,

Nothing

27=don't know,

28=nothing,

29=not a lot really, just lots of different people commit crime,

30=I think I've answered them properly and it's just the way it is,

(missing values: 31=participant not asked, 32=unclear)

Variable 438

Recoding to var 438(entitled) as grouped above

RECODE entitlb (14 thru 16=5) (1 thru 4=1) (5 thru 7=2) (8 thru 11=3) (12 thru 13=4) (ELSE=6) INTO entitled.

VARIABLE LABELS entitled 'Do you think you have the right to use the services society pays for if you undermine society by committing offences?'.
EXECUTE.

280 variable – Belief in his/her entitlement to benefit from a society s/he undermines (entitlb)

- Outline of Question: Do you think you have the right to use the services society pays for, like hospitals, schools for your children, benefit payments, housing, if you undermine society by committing offences?

- Suggested Answers: Yes/no

- Categories:

Unconditional yes

1=yes,

2=I don't know, yeah I think I deserve it,

3=yes cos if not you put offenders or ex-offenders under such pressure you'd create circumstances for more offending,

4=yes still think they're entitled to everything they should be getting/everyone is still entitled/everyone has the right,

Yes because of contribution

5=yes if you've tried to get a job or you've worked, you pay your taxes,

6=yes and no, maybe a point system, maybe prioritise non offenders or exclude those who opt out by offending, but as a tax payer I would be miffed to be excluded and services and the law are supposed to be for all,

7=yes because I pay tax,

Yes for self not for more serious

8=yes if people only do small offences then they stop, but no if persistent offenders. I'd like to think I did deserve it,

9=yes for self, but no for other offenders s/he sees as worse than him/her,

10=in my situation I think I deserve it, I've paid my time, but if there had been something serious happen because of what I did then I wouldn't think I was entitled perhaps,

11=no for persistent offenders, after say three offences, s/he has made clear throughout that his/her offence was a one off,

Yes and no

12=yes cos everyone eventually gonna have to pay the price for stuff and no cos I've taken everything away from society,

13=yes but if they didn't give anything to offenders then it would be a lot better for everyone else,

No

14=no or not really,

15=feel bad when in hospital on substances, wasting their time, taking up their space cos of my behaviour,

16=not really no, I don't think you should be given sort of things if you take the mickey,

(missing values: 17=participant not asked)

Variable 439

Recoding to var 439(freedom) as grouped above

RECODE entitlf (1=1) (10=4) (2 thru 4=2) (5 thru 9=3) (11 thru 12=5) (ELSE=6) INTO freedom.

VARIABLE LABELS freedom 'Do you think you have the right to your freedom within society, if you undermine society by committing offences?'.
EXECUTE.

281 variable – Belief in his/her entitlement to freedom in a society s/he undermines (entitlf)

- Outline of Question: Do you think you have the right to your freedom within society, if you undermine society by committing offences?

- Suggested Answers: Yes/no

- Categories:

Yes

1=yes,

After paid

2=not free, punished for being punished, shouldn't punish after sentence, no point punishing if restrict rest of life,

3=court decide and once you've served your punishment you should have freedom to be treated same as everyone else in society,

4=no for persistent offenders, but for self it was a one off and s/he has already paid the price,

Partial

5=yes and no/in some ways,

6=curtailed to some extent,

7=no not really, it all depends what crime you committed,

8=not if I did it again, not after everybody helping me so much and being so supportive, would be a slap in their faces,

9=no, not if you undermine it that much, obviously you've got to know that if you do something wrong you're going to go to prison,

No

10=no or not really or de facto no,

No answer

11=court decide,

12=uncomfortable at the thought of answering that,

(missing values: 13=understanding unclear or partially unclear, 14=participant not asked)

Variable 440

Recoding to var 440(decisions) as grouped above

RECODE assdec (8=4) (1 thru 2=1) (3 thru 4=2) (5 thru 7=3) (9 thru 13=5) (ELSE=6) INTO decisions.

VARIABLE LABELS decisions 'Decision-Making Methods'.

EXECUTE.

285 variable – Assessment of his/her decision making (assdec)

- Outline of Question: How do you make decisions.....?

- Suggested Answers:

Think long and hard (1)

Worry about what to decide (2)

Let someone else make the decisions (3)

Talk decisions through with other people (4)

Wait and see what happens (5)

- Categories:

Contemplative (12)

Think long and hard (1)

Worry about what to decide (2)

Interactive(4)

Talk decisions through with other people (4)

No contemplation(35)

Wait and see what happens (5)

Let someone else make the decisions (3)

Nb adding worry goes lower except in noncontemplative where absence of worry is detrimental

Contemplative+Interactive(124)

1=1,4,

2=1,2,4,

Interactive(4)

3=mostly 4,

4=4,

Contemplative(12)

5=1,

6=1,2

7=2,

Mixed

8=1,2, sometimes 5 and other times 4,

Noncontemplative(35+)

9=mostly 5, sometimes 1 and sometimes 3,

10=5 but I shouldn't do, I should be much more decisive,

11=5,

12=I know it should be 1 and I am learning I think, but actually I'm very impulsive,

13=toss a coin,
 (missing values: 14=participant not asked)
 Decision-Making Measure

Composition

With regard to decision-making only one direct measure was used⁶.

Decision-Making Measure
V440 ⁷ (X) =q285 ⁸ (Y) Q How do you make decisions.....?
Think long and hard
Worry about what to decide
Let someone else make the decisions
Talk decisions through with other people
Wait and see what happens

This Decision-Making Measure can be compared with other participant characteristics⁹ whilst the individual measures can also be examined individually.¹⁰

Decision-Making Measure	
<p>How do you make decisions.....?</p> <p>Think long and hard (1)</p> <p>Worry about what to decide (2)</p> <p>Let someone else make the decisions (3)</p> <p>Talk decisions through with other people (4)</p> <p>Wait and see what happens (5)</p>	
<table border="1"> <tr> <td> <p><u>Contemplative (12)</u></p> <p>Think long and hard (1)</p> <p>Worry about what to decide (2)</p> <p><u>Interactive(4)</u></p> <p>Talk decisions through with other people (4)</p> <p><u>No contemplation(35)</u></p> <p>Wait and see what happens (5)</p> <p>Let someone else make the decisions (3)</p> <p>Nb adding worry goes lower except in noncontemplative where absence of worry is detrimental</p> </td></tr> </table>	<p><u>Contemplative (12)</u></p> <p>Think long and hard (1)</p> <p>Worry about what to decide (2)</p> <p><u>Interactive(4)</u></p> <p>Talk decisions through with other people (4)</p> <p><u>No contemplation(35)</u></p> <p>Wait and see what happens (5)</p> <p>Let someone else make the decisions (3)</p> <p>Nb adding worry goes lower except in noncontemplative where absence of worry is detrimental</p>
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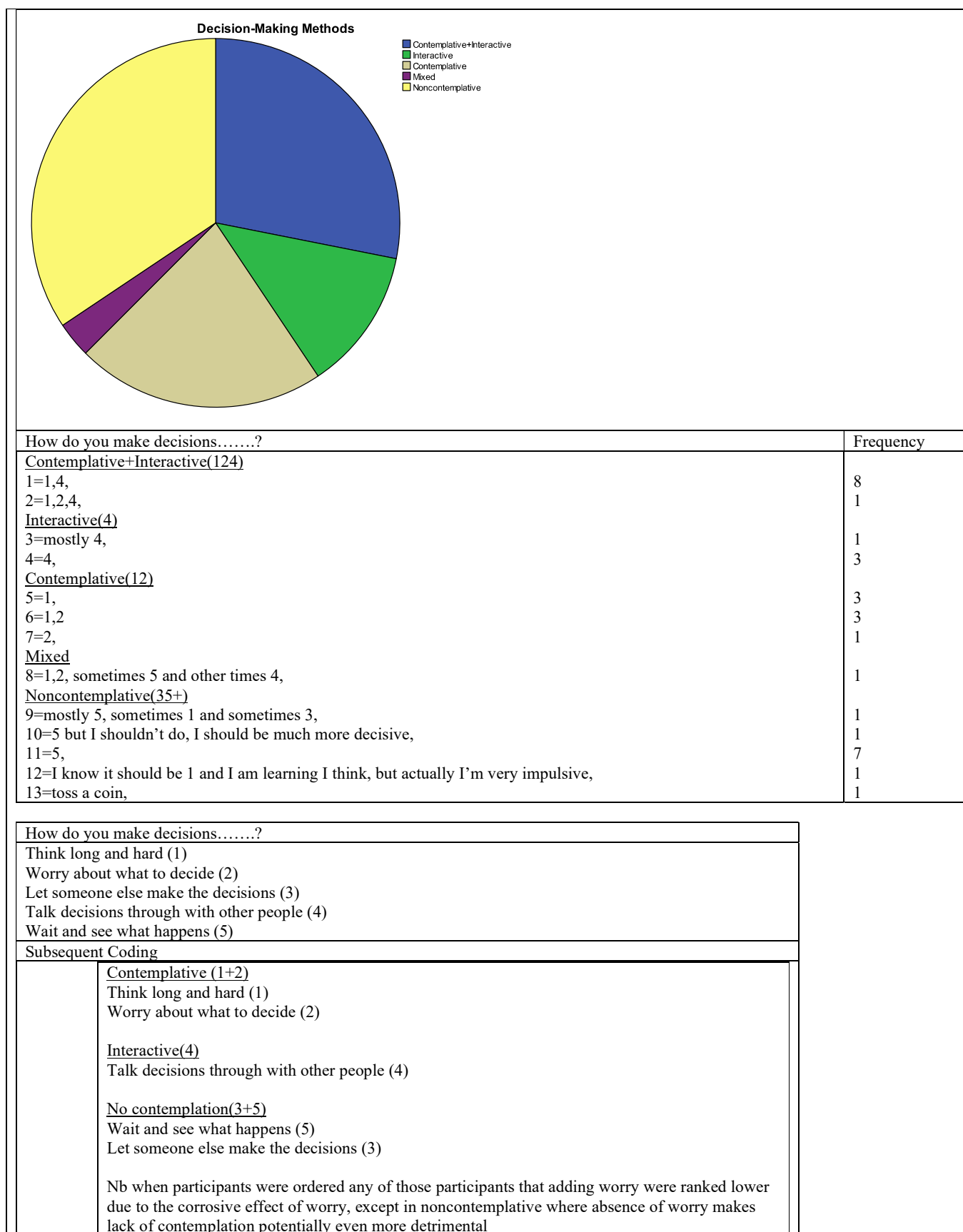
⁶ See decision-making Subsection of the Options Section of the Context Chapter

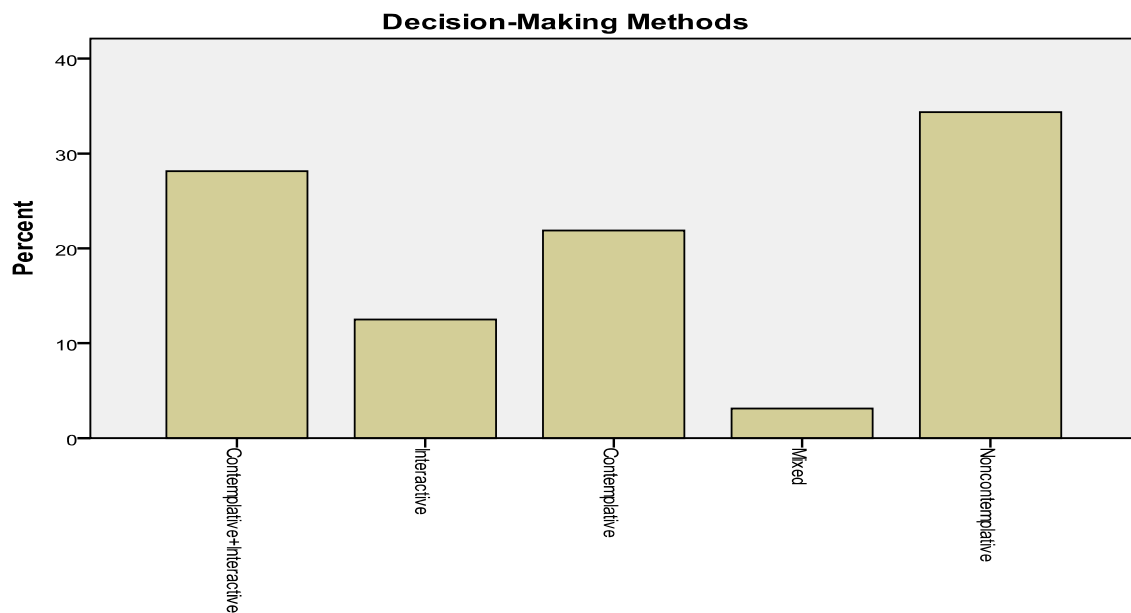
⁷ Variable Number

⁸ Questionnaire Question Number

⁹ See Participant Characteristics Section of the Participant Chapter

¹⁰ See Decision-Making Subsection of the Options Section of the Context Chapter





Decision-Making Methods

How do you make decisions.....?	Freq
<u>Contemplative+Interactive(124)</u>	
1=1,4,	8
2=1,2,4,	1
<u>Interactive(4)</u>	
3=mostly 4,	1
4=4,	3
<u>Contemplative(12)</u>	
5=1,	3
6=1,2	3
7=2,	1
<u>Mixed</u>	
8=1,2, sometimes 5 and other times 4,	1
<u>Noncontemplative(35+)</u>	
9=mostly 5, sometimes 1 and sometimes 3, ¹¹	1
10=5 but I shouldn't do, I should be much more decisive,	1
11=5,	7
12=I know it should be 1 and I am learning I think, but actually I'm very impulsive,	1
13=toss a coin,	1

Decision-Making Methods

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid				
Contemplative+Interactive	9	24.3	28.1	28.1
Interactive	4	10.8	12.5	40.6
Contemplative	7	18.9	21.9	62.5
Mixed	1	2.7	3.1	65.6
Noncontemplative	11	29.7	34.4	100.0
Total	32	86.5	100.0	
Missing	6	13.5		
Total	37	100.0		

¹¹ Even though this participant says sometimes 1, since the preponderance of decision making is non-contemplative and the reference to 1 is only in passing this participant is included in non-contemplation group rather than mixed group.

Variable 441

Recoding to var 441(probation) as grouped above

RECODE probwork (1 thru 4=1) (5 thru 8=2) (9 thru 16=3) (17 thru 21=4) (ELSE=5) INTO probation.

VARIABLE LABELS probation 'Impact of Probation'.

EXECUTE.

286 variable – Effect of probation on getting work (probwork)

- Outline of Question: Does being on probation help or hinder you in getting work in any of the following ways:

- Suggested Answers:

Helps motivate you to make an effort to find work (P1)

Is a good source of support and advice (P2)

Puts employers off employing you (N1)(inc their knowledge of criminality/criminal record)

Gets in the way of work appointments and work schedules (N2) (inc when s/he works around it to any degree even if it works around him/er too but not when it only works around him/er)

- Categories:

Positive

1=P1,

2=P2,

3=P1+2,

4=P2, if you had a job they would fit in around you,

Positive with only negative N1

5=P1&2, N1 in the future, not N2 at the moment because they are flexible around my life commitments,

6=P2, and sometimes N1,

7=P1+2, N1,

8=P1+2, and tries to avoid N1 as I never declare it unless I have to, and not N2 because they're quite flexible,

Mixed

9=P2, N1+N2,

10=N2 but they do their best to fit round me and if you put nothing in then no point in them helping, its just a matter of a different routine, I want to do it to get it fixed,

11=N2 but also helps you by explaining abit more about you to employers and where it's coming from a person that's not a criminal, it helps you out,

12=P1+2, N1+2,

13=P1+2, sometimes N1 and it gets in the way of my other commitments but not N2 because I'm not working,

14=P1+N2 and maybe/could be P2+N1,

15=P1+2, N2 and sometimes/maybe/not sure about N1,

16=P1, N1+N2,

Negative

17=I've got a job so N1 doesn't apply but it would if I didn't have, I didn't tell of my criminal record to get my job for fear it'd stop me being employed, probation is hindering my time,

18=N1+2,

19=N2 a bit but I can work around it,

20=N2,

21=none of them really, I can work round N2, but if I didn't have a job then probably N1,

(missing values: 22=participant not asked)

Variable 442

Recoding to var 442(views) as grouped above

RECODE oppexp (1=1) (2 thru 5=2) (6 thru 8=3) (9 thru 12=4) (ELSE=5) INTO views.

VARIABLE LABELS views 'Is there anything that you would like to say?'

EXECUTE.

287 variable – Opportunity to express self (oppexp)

- Outline of Question: Is there anything that you would like to say?

- Categories:

Nothing

1=no or not really,

Probation

2=probation has improved since I first committed offences, it's a brilliant service now especially here, they're wonderful, I've got qualifications here in numeracy and literacy,

3=my probation officer is wonderful with support, help, encouragement, caring, arranging services for me,

4=grateful for what people are doing for me, if it wasn't for them and me wanting to do it, I could still be in the gutter,

5=probation should work intensively with you til you're ready to stop, til they can see you've reached your goals,

Thought

6=it's quite interesting, it's made me think a lot about myself,

7=it was interesting,

8=it's been helpful to think through things again, it's like a refresher course,

Statement

361

9=I'm sorry,
10=thank you,
11=I would like to put here my side of the story,
12=it's been emotional, happy with life now, looking forward to starting work, in nice relationship, things good at home,
(missing values: 13=inaudible, 14=participant not asked because s/he had to leave)

Variable 443

Recoding to var 443(response) as grouped above

RECODE offdeal (25=8) (1 thru 2=1) (3 thru 8=2) (9 thru 11=3) (12 thru 13=4) (14 thru 17=5) (18 thru 19=6) (20 thru 24=7) (ELSE=9)
INTO response.

VARIABLE LABELS response 'How do you think people should be dealt with when they commit offences?'.
EXECUTE.

288 variable – View of how offenders should be dealt with (offdeal)

- Outline of Question: How do you think people should be dealt with when they commit offences?
- Categories:

Self centred

1=serious offences should be a lot more punished than they are now but with things like myself this is the perfect thing for somebody like me,

2=prison or probation or do community work without pay which I can't do,

Rehabilitation alongside punishment

3=given the proper support and help them change, not just punished,

4=need punishment to wake up and threat of more to stop, but administered in loving way not a harsh way,

5=punish with prison or non-custodial or mix as suits, then rehabilitate with ongoing help and a welcome back into society, addressing their circumstances,

6=harsh but helpful,

7=it depends on the offence, but prison makes people worse. I keep reoffending so a course is best for me not prison but the thought of prison does deter me,

8=punished but not given a criminal record so they can't then get work,

Punishment

9=punished,

10=people should realise they done wrong and take it on the chin,

11=prison and be very harsh on 'them perverts',

Offence centred

12=depends on the offence,

13=it depends on the offence, mugging old people is not right, people should work to earn a living not rob off people,

Offender centred

14=individually and depending on their circumstances, not just dealt with and judged by the book, every person is different,

15=see person, punish to fit, to move forward not drag back, I'm seen as bad cos won't join course,

16=the way I've been dealt with because it's changed my life, though should be different punishments for different offences, but everyone should be given a chance, not if taking mickey/re-offending but if see good in them as judge did in me, then help, not lock up, because sometimes that could affect them even more, I'm very grateful for what I've been given,

17=I think they should be taken case by case and at least given an opportunity, again depending on what degree of offence,

Endorses status quo

18=same as now/same way as I was dealt with,

19=same as now, but not tagging which is useless, build more prisons cos it stops crime, get them when they're young,

Justly

20=don't judge people till you know more about it,

21=depends on the crime and should be fair sentencing as people with the same offence get very different sentences atm,

22=by the law/I believe in the law/through the courts,

23=firmly but fairly,

24=fairly,

Warning

25=give them a warning at first but not just a warning as if they've got away with it, keep them in the cells over night,

(missing values: 26=participant not asked because s/he had to leave)

Variable 444

Recoding to var 444(gain) as grouped above

RECODE gotany (20=3) (21=4) (1 thru 16=1) (17 thru 19=2) (22 thru 25=5) (ELSE=6) INTO gain.

VARIABLE LABELS gain 'What do you think you might have got out of this interview process today?'.
EXECUTE.

289 variable – View of anything s/he got out of this interview (gotany)

- Outline of Question: What do you think you might have got out of this interview process today?
- Categories:

Thought

- 1=it was a bit of a refresher course,
- 2=it was interesting, an eye opener,
- 3=helps me think about things,
- 4=quite alot, quite interesting, things I didn't really, hadn't really thought about before, which I'll reflect on later,
- 5=knowing all these questions and stuff has been quite helpful,
- 6=good look back basically to what I want to do, what I'm doing,
- 7=I've learned a lot,
- 8=some understanding of things,
- 9=loads of things, I can't explain it, it's like I've got the questions answered that I wanted to hear,
- 10=get more sort of experience that way,
- 11=making me re think of not getting into trouble again,
- 12=it's made me think about myself and cheered me up a little bit as well and its got my brain ticking, my thought process,
- 13=made me realise that loads of other people are criminals, there's not a specific person that does something,
- 14=interesting to be asked opinions, made me think, authorities dealing with crime have got a difficult job,
- 15=reflecting, thinking time, brought up old emotions and feelings, reminded me that it's not the way of life,
- 16=the first time I've met you in my life and actually talked about how I'm feeling, that's quite big,

Pleasure

- 17=I don't know, maybe how to be patient [laughing because it was so long], I have enjoyed it though,
- 18=good things like a chance to talk and a hug when I was upset,
- 19=longest I've sat down and talked to somebody, I'm quite happy to have sat down and done it,

Helping

- 20=helping the interviewer,

Payment

- 21=the £10 voucher,

Nothing

- 22=tired,
- 23=nothing, I'm really hungry,
- 24=don't know,
- 25=waste of time,

(missing values: 26=inaudible or incomplete, 27=participant not asked because s/he had to leave)

Variable 445

84 Recoded to var 445 to match with var302

RECODE belcanach (5=3) (1 thru 2=1) (3 thru 4=2) (ELSE=4) INTO belachieve.

VARIABLE LABELS belachieve 'Do you think you can achieve within society?'.
EXECUTE.

- 84 variable – Believes s/he can achieve within society (belcanach)
- Outline of Question: Do you think you can achieve within society?
- Suggested Answers: Yes/No
- Categories:

Unequivocal

- 1=emphatic yes, 2=yes,

Unsure

- 3=conditional yes/should do/hope so/I think so, 4=uncertain or depends or to some extent or don't know or not sure,

No

- 5=no,

(missing values: 6=participant not asked)

Variable 446

var 446 to give key factors

RECODE belcanachexp (1=1) (2=2) (3=3) (4=4) (5=5) (6=4) (7=6) (8=1) (9=3) (10=4) (11=9) (12=5) (13=9) (14=10) (15=2) (18=7) (19=3) (20=9) (21=7) (22=2) (23=4) (24=3) (25=2) (16 thru 17=8) (ELSE=11) INTO whybelach.

VARIABLE LABELS whybelach 'What makes you think that you can/can't achieve within society?'.
EXECUTE.

- 1Behaving
- 2Mentality
- 3Work
- 4Others
- 5Aspiring
- 6Receiving
- 7Time
- 8Experiences

9Essence
10Already

What makes you think that you can/can't achieve within society?	Var446
84.1&2(unequivocal yes) 1=going along with society's rules, 2=feeling better about self and getting positive feedback from others, 3=getting or having or wanting or taking pride in or being sure of getting work, 4=It was an aberration that I let myself down, it won't happen again as I am grateful for and have others' support, 5=self belief eg I know I can do it/reach my targets/I strive to meet my goals probably/I'm determined and doing my best/I can achieve what I want to achieve, 6=I've given my life to God and he's in charge of my life, 7=because I used to receive good things, it helped me to know which way I'm going, 8=staying out of trouble, 9=by being honest and respectful and hardworking, 10=my partner/spouse, 11=I'm not a criminal nor a bad person and/or I'm a good person really, 12=I want to better myself, 13=it's in my family's blood, 14=I already have and I share society's values, 15=started to feel positive and care about things now I know how much I miss of my child/ren's lives when in prison, 16=I've worked with a lot of different people at work, like customers, I'm quite polite, 17=my life experiences, 18=it's time for me to grow up, 84.3&4(unsure) 19=getting or having or wanting or taking pride in work, 20=I'm intelligent and a writer and a good and helpful member of society and this is the only thing I've done wrong and I wouldn't do it again, 21=I just think I will at some point, 22=self belief such as inner self belief and determination, 23=housing problems and getting no help with them makes it hard, 24=just keep working hard at it, 84.5(no) 25=depression,	1Behaving 2Mentality 3Work 4Others 5Aspiring 4Others 6Receiving 1Behaving 3Work 4Others 9Essence 5Aspiring 9Essence 10Already 2Mentality 8Experiences 8Experiences 7Time 3Work 9Essence 7Time 2Mentality 4Others 3Work 2Mentality

Variable 447

V447 workstat Working status outline from v448

v447;1=Fully working: job contentment: work aspiration: potential threats to working life/aspiration
v447;2=Fully working: job contentment: no work aspiration: potential threats to working life/aspiration
v447;3=Fully working: job neutral: work aspiration: potential threats to working life/aspiration
v447;4=Fully working: job neutral: no work aspiration: no apparent threats to working life/aspiration
v447;5=Partially working: job discontentment: work aspiration: potential threats to working life/aspiration
v447;6=Partially working: job contentment: work aspiration: potential threats to working life/aspiration
v447;7=Partially working: mixed job contentment: work aspiration: potential threats to working life/aspiration
v447;8=Partially working: mixed job contentment: no work aspiration: potential threats to working life/aspiration
v447;9=Partially working: job neutral: work aspiration: potential threats to working life/aspiration
v447;10=Not working: work aspiration: potential threats to working life/aspiration
v447;11=Not working: work and no work aspiration: potential threats to working life/aspiration
v447;12=Not working: no work aspiration: potential threats to working life/aspiration

Variable 448

V448 indworkstat Working status more detail

v447;1=Fully working: job contentment: work aspiration: potential threats to working life/aspiration

1= Fully working: job contentment : work aspiration currently being fulfilled as is rising to management status at work and seeks to rise further: potential threats to working life/aspiration carrying moods to work, anger issues, violence at work, violence in difficult situations, probation gets in the way ,doing dangerous work

2=Fully working with own business : job contentment: work aspiration to grow own business : potential threats to working life/aspiration quitting work if has enough of it and self-doubt, probation gets in the way

3= Fully working: job contentment : work aspiration to go to college and get more qualifications and start own business and get a better job and rise to a high position in a big company: potential threats to working life/aspiration quitting work if the hours become too onerous or aspirations are not met ,probation gets in the way, criminal record and criminal past

4= Fully working: job contentment: work aspiration to start own business : potential threats to working life/aspiration substance abuse and boredom, Anger issues , probation gets in the way and criminal record, being on a driving ban, the opposite sex, Working can be annoying ,Working means doing things that and when you don't feel like doing ,Doesn't want to have to work

5= Fully working: job contentment: work aspiration to start own business and get a better job : potential threats to working life/aspiration being on a driving ban, feeling life always does you down and substance abuse, susceptible to the bad influence of others

v447:2=Fully working: job contentment: no work aspiration: potential threats to working life/aspiration

6= Fully working with own business : job contentment: no work aspiration : potential threats to working life/aspiration recurrence of poor paperwork and fraud that led to loss of previous business and conviction, probation in the way, probation gets in the way, feeling let down by family, He had spoken about sport as a leisure activity throughout goals but he now speaks of the fact that he has done sport internationally and implies he could have been playing golf as a job had he kept at it but he hates practise and doubts he will take the next step NB has run own business in the past but lost it because of fraud and poor paperwork and imprisonment,

7= Fully working: job contentment: no work aspiration: potential threats to working life/aspiration substance abuse, criminal record being discovered, probation gets in the way, not talking about problems

8= Fully working: job contentment: no work aspiration : potential threats to working life/aspiration that is on a probationary period at work, anger has already caused a warning at work for shouting and feels would be better off on benefits , probation and criminal record and failure to disclose being discovered, probation gets in the way NB has run own business in the past but gave it up as was better off on benefits and now no longer wants the hassle of own business

v447:3=Fully working: job neutral: work aspiration: potential threats to working life/aspiration

9= Fully working: job neutral: work aspiration to return to a previous employer and better job with whom can also attend college and acquire a trade alongside work : potential threats to working life/aspiration being on a driving ban, poor literacy, reliance on his former boss taking him back, substance abuse, probation gets in the way and criminal record,

v447:4=Fully working: job neutral: no work aspiration: no apparent threats to working life/aspiration

10= Fully working: job neutral: no work aspiration: no apparent threats to working life/aspiration

v447:5=Partially working: job discontentment: work aspiration: potential threats to working life/aspiration

11=Partially working: job discontentment: work aspiration to acquire a trade and get a better job: potential threats to working life/aspiration not doing anything to achieve aspiration, working away from home, uncertainty over impact on work of forthcoming court proceedings, physical injury, probation gets in the way, getting bored or sidetracked, feeling work gets in the way of life

v447:6=Partially working: job contentment: work aspiration: potential threats to working life/aspiration

12= Partially working self-employed with a trade and rebuilding own business that was lost: job contentment: work aspiration to rebuild own business that was lost and grow it: potential threats to working life/aspiration mental health issues, irregularity of available work, poor literacy, taking risks at work, no positive active alternative if keeps being rejected for jobs, probation gets in the way NB has run own business in the past that went down the pan because couldn't get out of bed to work because of mental health issues

v447:7=Partially working: mixed job contentment: work aspiration: potential threats to working life/aspiration

13= Partially working building own business: mixed job contentment: work aspiration to build own business and grow it and make it specialise: potential threats to working life/aspiration uncertainty over managing and outcome, being on a driving ban, probation in the way, lack of money to develop, anxiety, stress, mental health issues, criminal record, reliance on father, only feeling able to manage small amounts of work, mental health problems, the worry of just being able to achieve. There's always worries along the line isn't there. You get to the end of the year and then the tax man goes right, you owe me £5,000 and I haven't even earned £2,000. I love the way they do their estimations and stuff like that, it's just rubbish but you know they obviously know best.

v447:8=Partially working: mixed job contentment: no work aspiration: potential threats to working life/aspiration

14=Partially working self-employed with a trade: mixed job contentment: no work aspiration: potential threats to working life/aspiration being on a driving ban, poor literacy, irregularity of available work, feels too old for further training, physical injury, reliance on ex-wife, lack of respect and selfishness when driving , anger issues, no positive active alternative if keeps being rejected for jobs, probation gets in the way and criminal record Paperwork is stressful NB has run own business in the past

v447:9=Partially working: job neutral: work aspiration: potential threats to working life/aspiration

15= Partially working: job neutral: work aspiration to get a fulltime job in admin to replace part-time cleaning job: potential threats to working life/aspiration not always turning up for work, not doing anything to achieve aspiration, probation preventing going abroad to find work, mental health issues, CRB checks, failure to take action, not knowing what action to take, substance abuse, gaps in employment record, Anger issues , no positive active alternative if keeps being rejected for jobs, sacked for poor attendance, not turning up, also a lot of gaps in employment, not turning up for work because of substance abuse, I'm already not always turning up and already at risk of losing my job because of it, probation gets in the way and criminal record, reoffending

16= Partially working as and when gets one off jobs in own trade effectively self-employed: job neutral: work aspiration to get more work: potential threats to working life/aspiration substance abuse, not doing much to find more work, reliance on mother, mental health issues, still offending for easy money, boredom, seeing the stressful effect of working normality on others, probation in the way, irregularity of available work, not always turning up for work, still offends even when working and was offending despite having had a long established trade that he says means he will always have work and admits he is not yet doing all he can to ensure he does have enough work, offending if he doesn't get enough work, Work will never pay enough money to completely replace offending, Does not want to pay for things that can be obtained free by offending, no positive active alternative if keeps being rejected for jobs, sacked for not turning up because of substance abuse, substance abuse again if I relapsed which has happened a few times, probation gets in the way, susceptible to the bad influence of others

17= Partially working doing cash in hand casual one off bits of work: job neutral: work aspiration to get a job and start own business: potential threats to working life/aspiration being on a driving ban, ongoing criminality, probation in the way, needing money to buy a work van and insure it and have driving lessons, no family support, criminal record, wanting easy money, has no positive active alternative if kept being rejected for work, if my family get into trouble I drop everything to get involved,

v447;10=Not working: work aspiration: potential threats to working life/aspiration

18= Not working: work aspiration to get a good job and be successful in it: potential threats to working life/aspiration giving up trying to get work, looking for work is too much effort for no outcome, nobody getting back over jobs, not doing much to find work, boredom, ongoing criminality, difficulties with those in work authority, no positive active alternative if keeps being rejected for jobs, might get a boss that's moany or something like that and you can't stand him, probation and criminal record , getting bored or sidetracked ,Blames others when speaking work-wise about setbacks saying people not getting back to me about jobs

19= Not working: work aspiration to get a job and build another successful career having lost his previous successful career: potential threats to working life/aspiration disclosure, some jobs not appropriate due to the nature of offence, previous career no longer possible due to the nature of offence, mental health issues, returning to criminality, financial problems, desire for a lifestyle cannot afford, computer ban, domestic pressures, criminal record, need for instant gratification, being thwarted in his ambitions, not seeking new training despite being unable to return to original career, reliance on mother, says is greedy, temptation, loss of self-esteem ,probation and criminal record, stubborn and not listening to good advice, have good days and bad days but try to keep focused on going forward

20= Not working: work aspiration to get work of any sort but also says wants job that is enjoyed and particularly wants to be a domestic violence support worker to help those in own situation : potential threats to working life/aspiration frequently leaving jobs, relying on others to sort everything out, not doing much to find work , not doing anything to pursue the particular job aspired to, not knowing what action to take to achieve it nor finding out what to do to achieve it, aspirational job seems far away, quitting work if doesn't enjoy it, domestic pressures, mental health issues, past trauma, wanting a job helping others when not capable of helping self, I only worked to get extra money and I always leave jobs for varying reasons inc moving, circumstances with my ex, didn't want to do job or wasn't happy with what job was or not enjoying it, probation gets in the way and criminal record ,Work is stressful, sticking at work is difficult

21= Not working: work aspiration to get a job: potential threats to working life/aspiration substance abuse, anger issues, nobody getting back over jobs, probation in the way, Blames others when speaking work-wise about setbacks saying people don't phone me back

22= Not working: work aspiration to get a job as a cleaner: potential threats to working life/aspiration has no positive active alternative if kept being rejected for work, difficulties with those in work authority, anger issues, Anger issues , argued with the manager, vulnerable in or in front of crowds

23= Not working: work aspiration to get a job: potential threats to working life/aspiration difficulties with those in work authority, continuing criminality, has no positive active alternative if kept being rejected for work, working just didn't work out, annoying people by talking too much, criminal record

24= Not working: work aspiration to get a job: potential threats to working life/aspiration no sustained action to find work, cannot drive, criminal record, substance abuse, history of moving away despite it meaning losing job,

25= Not working: work aspiration wants a good job and the right job and is due to start work shortly: potential threats to working life/aspiration substance abuse, not wanting to get up and go to work, walking out on work, avoiding making declaration, history of walked out stopped working because of substance abuse and didn't want to have to get up to go to work, probation and criminal record and failure to disclose being discovered

v447;11=Not working: work and no work aspiration: potential threats to working life/aspiration

26= Not working: work aspiration of wanting only work wanted with no work aspiration as giving reasons cannot work : potential threats to working life/aspiration signed off work because of leg injury from being stabbed, previous trade no longer possible due to the nature of injury, not seeking new training despite being unable to return to original trade, feeling no responsibility for worklessness, not knowing what work he wants while only being prepared to do work he wants, anger issues, not feeling physically able to work, was attacked so was unable to continue his/er trade so is going to have to learn something new but not doing so, physical and mental problems

27= Not working: work aspiration to get a job or more work qualifications and start own business with no work aspiration as not looking for work anymore and giving reasons cannot work: potential threats to working life/aspiration substance abuse, sees work as creating substance abuse problems as earning money through work feeds substance abuse, not doing anything to find work anymore, reliance on step-Grandmother, doing nothing to achieve aspiration, need to resolve substance abuse problems as precursor to work, Anger issues , probation gets in the way and criminal record

28= Not working: work aspiration to help out at local stable and be a drug counsellor to help those in own situation and wants to do voluntary work with kids on asbos and at (names a drug counselling centre) and wants to take over the family business with no work aspiration as does not want a job at the moment as believes would get a job if wanted to and putting employers off would only be a concern for the future and cannot afford to work nor afford childcare as better off on benefits: potential threats to working life/aspiration not currently playing any part in the family business she wants to inherit, reliance on father and grown up son, waiting for others to sort things out for her, substance abuse, believing work won't provide enough to live on, being a parent, being a victim of domestic violence, criminality is part of managing life, not having a trade, not applying to college to do what has identified that is needed to achieve aspirations, continuing criminality, susceptible to the bad influence of others, delaying action on her aspirations, not having the money for courses, not taking the action she says would provide the money for courses, believing is the best person to work with drug abusers and offenders even though not yet resolved or stopped these issues in self , is better off on benefits, desire for a lifestyle cannot afford, can't afford to pay childcare, shitty life, many miscarriages ,gave up work when I got pregnant and I never went back, not turning up for work, not getting up in the morning, probation and criminal record , people around me that could goad me, lack of money for courses,

29= Not working: work aspiration of a one off piece of work coming up and wanting own business with no work aspiration as does not want a job at the moment nor to work as part of prospective own business: potential threats to working life/aspiration probation in the way, being on a driving ban, wanting the easy money of criminality, quitting work if doesn't enjoy it, not being ready for a job, relying on others to sort everything out, being repeatedly pulled over by the police, stealing, has no positive active alternative if kept being rejected for work, disorganised life, not able to stick at work that doesn't represent the person sees self as, no positive active alternative if keeps being rejected for jobs, history of quitting jobs, stealing, probation gets in the way, criminal record and criminal past, wanting a job that lives off the work of others without having to work himself

30= Not working: work aspiration working on becoming a writer and wanting to hold seminars on his philosophies and start another business with no work aspiration as does not want a job at the moment: potential threats to working life/aspiration poor paperwork, not actively seeking business opportunities simply waiting for one to come along, difficulties in cooperating with people, fear of making another mistake, problems with publishers and difficulty in finding a publisher, fear of the proximity of people, reliance on others being interested in his philosophies, violent responses to difficulties at work, probation and criminal record, not spending enough time on his writing, too cautious to take business opportunities no positive active alternative if keeps being rejected for jobs , blames others for not having achieved outcome yet naming being wrongly advised and saying should now go to a proper publisher.NB has run own business in the past but lost it because of poor paperwork and imprisonment,

31= Not working: work aspiration is due to start college to train for work and wants a job with no work aspiration being only going to college because domestic partner forcing it: potential threats to working life/aspiration only going to college because domestic partner forcing it, has to force self to make efforts to find work, tried college before and couldn't stick at it, is not looking forward to college, criminality, unable to sustain effort, criminal record

32= Not working: work aspiration is wanting a job with no work aspiration being prefers the lifestyle of earning through crime rather than work: potential threats to working life/aspiration admits not actually doing anything to find work as says has given up, admits crime would actually be a better way of earning a living if you could get away with it because you can do what you want when you want and don't have to get up at certain times in the morning, cannot organise life, cannot tolerate restrictions on total freedom, doesn't want to have to get up in the morning, finding things difficult at the moment because having a baby, poor time management, believes others need to buck their ideas up to help, blames society for not providing something to do, says being given nothing to do with time is why causes trouble and commits crime while at the same time saying has no time to sort out getting a job or going to college, says is lazy, says no point in trying to find a job as it is hopeless, people not getting back to you about jobs, just waiting for something to turn up. Probation in the way, criminal record, criminality, does not want a working lifestyle, has no faith in help, anger issues,

33= Not working: work aspiration of thinking of possibly starting own business again with no work aspiration not intending to do so: potential threats to working life/aspiration not feeling ready for work, being too injured to work after claiming to have been beaten up by police, feeling can't manage work, physically wrecked by physical demands of trade, domestic problems, no support from domestic partner, pressure for instant success from domestic partner, mental health problems, anger issues, can't think about work with court case pending , not ready to think about trying again to start own business, getting sidetracked, abandoning contracts, jacking in work when faced with difficulties at work or feeling miserable at work, mistrusting people , cannot drive as failed driving test and cannot face trying again, literacy problems , difficulties in working with other people, I jacked it in because I was going through custody of my boy and I couldn't afford solicitors so I jacked it to get legal aid, lack of hard and determined work, probation gets in the way He states potential for work or start own business again but in general terms without any stated intention to actually do it eg Outcome achieved already includes having a decent tool bag, having got all the tools when earned money, when worked, brought mixers, steel saws, all the hand tools needed, got enough tools, enough tools to start a business. Blames others when speaking work-wise about setbacks saying sorted one business up but it just, the people around me to be honest were a nightmare to work with so that sort of like set me back and says I just jacked in like the contract and started doing smaller jobs on my own, my own private jobs but I had to jack it in, they were taking the piss money wise so I had to just, they used to try and get me into negotiating, I went nah, you've laid your cards on the table now, I know what sort of people you are and I don't really want to deal with you, I don't come to work to be miserable you know what I mean, I know people do but I like, I do my job because I like it, I don't want to be miserable, eg The next thing needed is get the work flyers printed up and get them out there, get advertising and get a driving licence, which s/he has never had and which s/he relates to work, saying I haven't got a licence that holds me back I must admit, a driving licence but, generally speaking you just get some, a lad in to, you need someone to help you, you just get someone else in with a licence NB tried unsuccessfully to set up own business in the past and states potential to do it again without any stated aspiration to so do

[v447;12=Not working: no work aspiration: potential threats to working life/aspiration](#)

34= Not working: no work aspiration: potential threats to working life/aspiration signed off work by doctor for alcohol dependency, not looking for work, not wanting work, substance abuse, driving ban, previous career no longer possible due to the nature of offence, not always turning up for work, mental health issues, excitement of offending directly linked to work requirements, can't cope with a job at the moment, doesn't want to work, doesn't like being subjected to bossing s/he considers inappropriate, no positive active alternative if keeps being rejected for jobs

35= Not working: no work aspiration: potential threats to working life/aspiration only speaks of getting work if has to, only speaks of applying for jobs because has to keep benefits, lack of literacy and numeracy, has no positive active alternative if kept being rejected for work, reliance on sister and mother, no qualifications, deaf disability, physical and mental issues, Panic attacks working in groups, Panic attacks working in small spaces, Finds working with others difficult,

36= Not working: no work aspiration: potential threats to working life/aspiration is signed off work on disability and sick benefits, is not looking for work, claims physical disability meaning can't work lifting nor standing up but admits there is work could be doing though prefers giving reasons for not doing those other work things saying can't work indoors as like being outdoors and would not want to be trapped working indoors, criminality, focussed on reasons not to work, waiting for an operation which he cannot have until he gets a home and is waiting for a home, work is waiting on health which is waiting on housing, is waiting for others to sort things out, does not consider work as an option, no positive active alternative if keeps being rejected for jobs, criminal record, mental health problems, finds work too physically wrecking

37= Not working: no work aspiration: potential threats to working life/aspiration says can't work, no interest or efforts to find work might be able to do, aimless use of time, feels well enough to say earns a living through crime while claiming not well enough to earn it through work of any sort, substance abuse, does not consider work as an option, no positive active alternative if keeps being rejected for jobs, mental health problems

Variable 449

1=Positive (450.1-7)

2=Mixed(450.8-20)

3= Neutral(450.21)

4=Negative(450.22-31)

Variable 450

V450 indpleasuwk What is pleasure/displeasure about work

Positive

1= Work providing something to do feels good/Having quality work appreciated feels good /Working at activity enjoys feels good/Working at stress free job feels good :

2=Working feels good/ Being relied on by work feels good /Feeling work is under control feels good/ Working at activity enjoys feels good/ Working for own profit not to enrich others feels good:

3= Working feels good/ Work provides an emotional outlet/ Doing quality work feels good / Having quality work appreciated feels good/ Feeling important at work feels good / Being able to progress at work feels good /Feeling good at job feels good / Being able to take charge at work feels good /Having work with status feels good/

4=Working feels good/ Work is a positive focus in life/Work providing something to do feels good/ Being busy at work feels good/ Working at activity enjoys feels good:

5=Working feels good /Pride in providing through work feels good:

6=Pride in providing through work feels good / Working is part of a positive normality:

7=Working at activity enjoys feels good:

Mixed

8= Working feels good/ Being relied on by work feels good /Teaching younger colleagues the job feels good / Working at activity enjoys feels good/ Paperwork is stressful:

9=Doing quality work feels good / Companionship at work feels good /Having work with status feels good / Feeling good at job feels good / Working can be annoying /Working means doing things that and when you don't feel like doing /Doesn't want to have to work:

10= Work is a means of helping others which feels good /Doing quality work feels good/ Working for self provides independence/ Working at activity enjoys feels good/ Working with family feels good/Working for own profit not to enrich others feels good/ Working for self leads to unmanageable tax liabilities /Working for self leads to uncertainty and anxiety/too much work is unmanageable /Work is difficult to cope with /Work is stressful:

11=Working feels good/ Having work with status feels good /Hating practise prevented achieving sport as a career

12=Work is a means of helping others which feels good /Working with those who are suffering what self suffered feels good/ Doesn't want to have to work :

13=Working feels good /Working at activity enjoys feels good /Sticking at work is difficult /Work forces you to get up in the morning:

14=Work providing opportunity feels good/Having work with status feels good /Won't work if the hours become too onerous:

15=Working feels good / Sticking at work is difficult:

16=Work providing something to do feels good/ Afraid of work funding substance abuse:

17= Working feels good / Working makes a person worthy of respect/Work will never pay enough for the lifestyle wanted:

18=Work which is a means of self-expression feels good /Doesn't want to have to work /Finds working with others difficult/ Fears making another mistake at work /Mistrust of working with others:

19=Working feels good /Work providing something to do feels good /Doesn't like being subjected to a boss doesn't get on with/Sticking at work is difficult / Finds working environment difficult:

20= Working with those who are suffering what self suffered feels good / Working at activity enjoys feels good / Won't work at activity doesn't enjoy except now because expecting baby/ Work is stressful/Sticking at work is difficult:

Neutral

21=None stated

Negative

22=Feels trapped working indoors / Work is too physically wrecking:

23= Won't work at activity doesn't enjoy

24= Doesn't like being subjected to a boss doesn't get on with:

25= Working means doing things that and when you don't feel like doing / Work forces you to get up in the morning/Work impinges in freedom/Working lifestyle is unappealing::

26=Work is boring/ Work is stressful/Work will never pay enough for the lifestyle wanted /Doesn't want to have to work:

27=Won't work at activity doesn't enjoy/ Won't work at activity that doesn't feel true to self/ Working means doing things that and when

you don't feel like doing/ Doesn't want to have to work /Work is stressful/Sticking at work is difficult:

28=Panic attacks working in groups/ Panic attacks working in small spaces/ Finds working with others difficult /Doesn't want to have to work:

29= Doesn't like having to work away from home /Work gets in the way of life:

30= Work is too physically wrecking /Won't do work that causes self misery /Work is impossible to cope with/ Finds working with others difficult /Doesn't want to have to work /Finds difficulties at work difficult to cope with/ Mistrust of working with others:

31= Doesn't like being subjected to bossing s/he considers inappropriate/Doesn't want to have to work/Work is too much to cope with

V451 solwkob work related What are you intending to do about those obstacles?

V451 from v147 What are you intending to do about those obstacles? Re;146What obstacles lie in your way?

1=Work as a solution to obstacles: S/he does not name work as an obstacle but he names work as what he is intending to do about those obstacles

2= Made improperly prepared and unsuccessful attempt to get driving ban shortened to be able to become self-employed as the only way to make real money and says if I can get some evidence I might be able to get driving ban lifted but that's all money: S/he names working for others as an obstacle as it means others making money out of him as he works for them when the only way to make money is to work for yourself and names losing his driving licence as an obstacle to working for himself and when asked what he is intending to do about those obstacles he makes an excuse saying You can get it shortened... you know if you pay for a course and that get a third knocked off. I have been to court about it already but I didn't really have any evidence so. If I can get some evidence I might be able to get it lifted but that's all money

3= Waiting for work opportunities and hoping to sell books worked on to become a published author as a solution to obstacles: S/he does not name work as an obstacle but she names waiting for work opportunities or hoping to sell his books as what he is intending to do about those obstacles saying I'm trying to find err, if there's an opportunity to make a business or hopefully my books sells well, with books you never know

4= Raising money from car boot sales and such like to pay for course to train for specific work wanted: S/he does not name work as an obstacle but she names obstacles to getting work saying Just having the money for courses that the benefits system won't let me pay for, that's an obstacle because I'm having to save and... my dad's given me a £100 and the course I want is £256 and it's really difficult and I can't get help from anywhere, I've been to Turning Point, I've been drug agencies, nobody can help me yet I'm the best person that's gonna be working in that sort of field so... it's madness. So that's the obstacles, not getting help to get the course that I need. She says Car boots, allsorts, anyway I can just to get the money as what he is intending to do about those obstacles

5= Grow business and do quality work as solution to work obstacles: S/he does not name work as an obstacle but she names obstacles to getting work citing competition for work. When asked what are you intending to do about those obstacles s/he says I'm not gonna go and blow their vans up or nothing [laughs]. He then says more seriously Just try and be bigger and better and advertise, that's all I've done really and just do a good job, that's all you can do.

6= Work as a solution to obstacles/Completing probation as a solution to obstacles : S/he does not name work as an obstacle but she names obstacles to getting work, saying probation is her obstacle because as she says like even though they're trying to help me but it don't really like unlock on your records which don't really help me when I want to get a job because I've got so much on my criminal record and like I've got to do probation like once a week so it does that's basically my big obstacle at the moment. When asked what are you intending to do about those obstacles s/he says Erm... change them really, help finish probation and get a job

7=Ignore obstacles to work as a solution to obstacles to work: S/he does not name work as an obstacle but she names obstacles to getting work citing Being able to get a full time job at the moment with probation and stuff, erm... being pulled over and accused of crimes. When asked what are you intending to do about those obstacles s/he says Just ignore them.

8= Keep going as a solution to obstacles to work: S/he does not name work as an obstacle but she names obstacles to getting work saying What obstacles do you think lie in your way Erm [pause] quite a few with my, with what I want to do with my work sort of thing but, other than that, nothing really, I've got everything I want, I've got my kid, got my missus, got somewhere to live, I just want to crack on and get my job going but at the time I'm working now but it's only the odd few days here there like, maybe three, four days a week when obviously they need someone but up until I can afford to get my van and that then, yeah, that's my obstacle in my way. Get some money. When asked what are you intending to do about those obstacles s/he says see things through and/or carry on and/or keep going and or complete them or try to

9= Improving disclosure letter as a solution to criminal record impeding securing work: S/he does not name work as an obstacle but she names obstacles to getting work citing criminal record When asked what are you intending to do about those obstacles s/he says I've been working with ___ young lady here on improving my disclosure letter which haven't yet put into action, hopefully ___ next Wednesday so we'll see. All I can really do is produce the best letter I can and work on that and when I produce the letter in interview erm and they read it and they come back with questions, it is portraying myself in the best possible light, you know, work on that

10= no reference to work

11= not applicable or missing

V452 easdeswk How easy would it be to live without offending and work?

V452 from v201How easy would it be to live without offending?

1= Needs work to desist: quite easy as long as I get a job at the end of everything,

2= Needs work arrangements to change to desist: Yeah I mean like I say, my ex-wife runs me in the morning and picks me up but the guy I work for, he's got a few lads who pick me up and drop me off and I had a labourer working with me, he had a car so there's... there's no reason why I should offend now, I mean, there's always someone and I've got good friend who always say, anytime, you know, anytime just ring and pick me up or whatever.

3= no work reference
4= not applicable or missing

V453 imliseimw Improving life self-image and work

Improving life self-image and work v453

7What makes you think that? Re; 6Do you think of yourself as a person who wants to improve their life?

8What are you actually doing at the moment to improve your life?

9What will you do if that doesn't work out?

1= Mentions pursuing work ambitions as the work related evidence that s/he wants to improve his/er life and as a way s/he is actually improving his/er life and has a fall back alternative work option
2= Mentions pursuing work ambitions as the work related evidence that s/he wants to improve his/er life and as a way s/he is actually improving his/er life
3= Mentions work as the work related evidence that s/he wants to improve his/er life and as a way s/he is actually improving his/er life and says work situation means no need for a fall back alternative work option.
4= Mentions work as the work related evidence that s/he wants to improve his/er life yet does not give work related way s/he is actually improving his/er life
5= Mentions need to work to secure things wanted as the work related evidence that s/he wants to improve his/er life yet does not give work related way s/he is actually improving his/er life and says work situation means no need for a fall back alternative work option but that s/he does have a further work ambition for the future.
6= Mentions thinking about pursuing work ambitions as the work related evidence that s/he wants to improve his/er life yet does not give work related way s/he is actually improving his/er life but has a fall back alternative work option
7= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names pursuing work ambitions as a way s/he is actually improving her life
8= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names work as a way s/he is actually improving his/er life and has a fall back alternative work option.
9= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names work as a way s/he is actually improving his/er life
10= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names work as a way s/he is actually improving his/er life and says work situation means no need for a fall back alternative work option
11= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names 'just the work' despite not working as a way s/he is actually improving his/er life and has a fall back alternative work option.
12= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names writing treated as work as a way s/he is actually improving his/er life and has a fall back alternative work option.
13= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names some cash in hand work as a way s/he is actually improving her life and has a fall back alternative work option
14= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names trying to get work and attending a work placement as a way s/he is actually improving her life
15= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet s/he names trying to get work as a way s/he is actually improving her life
16= S/he does not mention work related evidence to explain why s/he wants to improve his/er life yet names trying to get work as a way s/he is actually improving her life and is depressed by not working and the thought of not getting work because wants to start fully working
17= Mentions working on skills needed for work in case s/he has to work as the work related evidence that s/he wants to improve his/er life and as a way s/he is actually improving his/er life
18= Mentions having lost job and wanting to sort self out as the work related evidence that s/he wants to improve his/er life yet does not give work related way s/he is actually improving his/er life
19= Mentions having a good job as the work related evidence that s/he wants to improve his/er life and as the reason does not need to improve it further yet s/he names work as a way s/he is actually improving his/er life and says work situation means no need for a fall back alternative work option
20= Mentions having no work ambition as the work related evidence that s/he does not want to improve his/er life and happy in current job as the reason does not need to improve it further and says is doing nothing to actually improving his/er life and says work situation means no need for a fall back alternative work option
21= no work reference
22= not applicable or missing

V454 liliheimliw Living a life helpful to improving life and work

Living a life helpful to improving life and work v454

11How/How not? Re; 10Do you think the way you are living at the moment is helpful to improving your life?

1= He says he is concentrating on writing, investing in it, if it goes well, good, if it doesn't I suppose I'll have to look after my business,
2= He says living without work is actually helpful to improving his life saying I'm not working I'm not getting the money to, to like, before when I was working I spending all my money on drugs but as now I haven't got it, so it is kind of helping me not buy drugs.
3= He says I've got a good job, you know and I enjoy doing it and it's just got busier so I prefer that, it keeps you occupied, I suppose it keeps you out of trouble

4= He speaks not of the way he is living at the moment that is helpful to improving his life but of what he would need to be able to live such a life naming getting a job and own place, as he is living with parents who are doing job applying for him/er as s/he has computer use ban
5= no work reference
6= not applicable or missing

V455 howwkcap How/How not? re work Re: 12Do you feel capable of doing whatever you want with your life?

V455 from v13How/How not? Re: 12Do you feel capable of doing whatever you want with your life?

1=Feels capable in working life but not private life: Speaking of the extent to which he feels capable of doing what he wants he says I am now, now I know that I've got a bit of back up, before work wise, I kept it separate from private life and it was the private life that I seemed to fall down on, the work I've always been good and focused but you know, I realise now that you go to work to improve your home life like and like I say, when I've made this mistake and you know, it took me to learn to speak to people, you know, a few months back I wouldn't have known how to you, I would have thought like you know, what's the point, it's only about me so but now I see I'm important. But that's only with talking with (names probation officer) again, I'm going to big her up because I want to get her a pay rise. And erm, talk to (names another probation officer) who deserves a pay rise too. I need them, I need them, it's nice to have someone that's finally showing an interest in me, but I didn't realise it bothered me before but now I realise it does

2= Sentence requirements undermine capacity to work, live and relate to others: Speaking of the extent to which he feels capable of doing what he wants he speaks of the way sentence requirements hang over him/er, drag him/er back to the past, interfere with relationships/work /life

3=Capacity depends on getting sentence requirements out of the way and getting work: Speaking of the extent to which he feels capable of doing what he wants he says going back to work is everything and getting probation out of the way but asked if he is back at work yet he says he is not

4= Capacity depends on getting work, mental resilience and resolving disclosure problems alongside already having improving relationships with child/ren: Speaking of the extent to which he feels capable of doing what he wants he speaks of depends on getting job and mental resilience, disclosure a problem, but already improving relationships with child/ren

5= no work reference? / 6= not applicable or missing

V456 whwkhelp What re work helps you in your life?

V456 from v14What helps you in your life?

1= Helped by informal work for grandfather providing something to do: He makes no reference to formal work helping him but does say he is helped by the fact that my granddad's got a farm that gives me something to do during the day.

2= Helped by having work to focus on: He makes reference to formal work helping him saying I think it's my work has always got me through, I've always been able to focus on that

3= no work reference

4= not applicable or missing

V457 solwkway work related What are you doing about what gets in your way in your life?

V457 from v16 What are you doing about that? re: v15What gets in your way in your life?

1= Work as a solution to obstacles: No work reference with regard to what gets in the way in his life but work is part of the solution. He says just get a job.

2= Work as a solution to obstacles: No work reference with regard to what gets in the way in his life but work is part of the solution. He says he is looking for a job. He says he is turning his life around by looking for a job, gone clean off all the drugs. I keep myself to myself now as well.

3= Work as a solution to obstacles: No work reference with regard to what gets in the way in his life but work is part of the solution. He is not addressing his cannabis use and says it just gets in the way financially, maybe emotionally like definitely used to, obviously that's why I'm here but erm... not... it doesn't really... I don't know, just maybe financially and err... I definitely... I will stop you know what I mean, like you have to stop eventually, you know. He speaks of stopping with a smile. He says I am working much more, working much more so now I can afford both like to have a very good life and have the odd spliff now and then you know.

4= Continuing to applying for jobs as a solution to worklessness/Help from authorities to find work as a solution to worklessness/ Work as a solution to offending: No work reference with regard to what gets in the way in his life but rather what gets in the way of him finding work referring to his criminal record and disclosure getting in the way of getting work and he is dealing with this by continuously applying for jobs and having help from services. He speaks of a cyclical situation where the offence gets in the way of getting work but being without work makes offending more likely, however he does not rule out offending if he has work and speaks of it only making it less likely saying I'm determined not to re-offend but for me, getting myself a job is very much a thing that erm, is going to prevent me from re-offending in the future erm... and then it's one of those things whereby it's also putting an obstacle in my way so to me the disclosure actually... the way I look at it is if anything erm... you know, maybe only a very small thing but if anything makes me slightly more likely to re-offend then less likely to re-offend kind of thing because it's stopping me from getting the job which is then allowing me to move on. Erm... so for me I'm not sure really erm... whether it is a good thing or not, I mean to me it's probably... I can see... I can see a lot of disadvantages, I can see... I'm sure... I'm sure there are reasons for it being in place erm... I mean for me without the... without the disclosure I would have... I would have got myself that last job, would have been working, my ____ is positive, it would have been more positive, I would have been earning money, improving the relat.... allowing myself to be paying maintenance to my children who are with my ex-wife and the whole thing, my life would have been moving on more and I'd be... for me far less likely to re-offend as well in the future and rebuilding my life and moving on so for me disclosure in that case has actually been sort of very negative thing but as I said I obviously don't know the other side of.

5= no work reference

6= not applicable or missing

V458 wkcoop Do you think that other people want to cooperate with you? v20What happens when you try? (or do you think would happen if you tried?) Re: 19 Do you try to cooperate with other people?

V 458 from

v18Do you think that other people want to cooperate with you?

v20What happens when you try? (or do you think would happen if you tried?) Re: 19 Do you try to cooperate with other people?

1=Relates cooperation to working with others and helping to teach younger colleagues: Gives a work example of cooperation and what happens when he cooperates saying And I'm quite easy to get on with and he says the young lads tend to work with him so he can teach them when a lot of people don't want to teach people you know but I don't... I don't mind

2= Relates cooperation to working with customers and representing a company meaning learning to be more polite :Gives work as a reason his cooperation and what happens when he cooperates is improving saying in the hotel you have to... with the residents, not residents, clients, you have to be nice to them because you're representing the company so, _____ just being polite all the time so and it's actually making me more politer out of work

3= Relates cooperation to others having to cooperate with him as the work boss:Gives a work example of cooperation and what happens when he cooperates stating how people have to because of his work and speaks of cooperation only in terms of when s/he is in charge, but s/he does not report on outcome

4= no work reference

5= not applicable or missing

V459 achwork Achieving and work

Achieving and work v459

32What is the best way you have found to achieve what you want in your life?

(33Is that the way you are trying to achieve things at the moment?)

(34Can you picture a better way to achieve what you want in your life?)

35What would that way be?

1=Mentions working for what you want within the best way s/he has found to achieve what s/he wants in life and emphasizes this way when asked if he can picture a better way saying I'm just a work man, I get up in the morning, go to work, come home, it's just my work takes my life really thus s/he cannot picture a better way

2= Mentions going to work and working hard and being punctual so you are not always playing catch up within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way

3= Mentions working hard within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way

4=Mentions working hard within the best way s/he has found to achieve what s/he wants in life but the better way s/he can picture is not work related

5= Mentions doing quality work and trying to work for self even if it fails within the best way s/he has found to achieve what s/he wants in life but the better way s/he can picture is not work related

6=Mentions get off your arse and go out and get it, do one job, the next one comes within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way, but he is not actually working so s/he says to be honest at the moment I've got so much on my plate, with this court case hanging over me and that, I find it hard to erm, think about other things, I mean I'm still, you know, I'm pottering around in my back garden and doing stuff like that, got my boy and building ropes and things like that for him but I do find it hard to think of looking forward beyond this next court case.

7=Mentions working hard within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way because you don't get anything on a plate these days you have to work hard for everything, but he is not actually working so says trying to get a job by distributing CV's everywhere, internet daily and says he has been offered jobs a couple of times.

8=Mentions going to work within the best way s/he has found to achieve what s/he wants in life and s/he cannot picture a better way, but s/he is not actually working

9= No work reference within the best way s/he has found to achieve what s/he wants in life but working fulltime when probation is over is within pictured better way to achieve what s/he wants in life

10= No work reference within the best way s/he has found to achieve what s/he wants in life but getting a job is within pictured better way to achieve what s/he wants in life

11= No work reference within the best way s/he has found to achieve what s/he wants in life and the better way s/he can picture is not work related

12= No work reference within the best way s/he has found to achieve what s/he wants in life and could not picture a better way to achieve what s/he wants in life

13= No work reference within the best way s/he has found to achieve what s/he wants in life and not asked about any pictured better way to achieve what s/he wants in life

V460 probwkway work related what gets in your way in your life

V460 from v15What gets in your way in your life?

1= Work is a hindrance to life:

2= Criminal record as an obstacle to work/ Disclosure as an obstacle to work/ Worklessness as an obstacle to desistance: No work reference with regard to what gets in the way in his life but rather what gets in the way of him finding work referring to his criminal record and

disclosure getting in the way of getting work and he is dealing with this by continuously applying for jobs and having help from services. He speaks of a cyclical situation where the offence gets in the way of getting work but being without work makes offending more likely, however he does not rule out offending if he has work and speaks of it only making it less likely saying I'm determined not to re-offend but for me, getting myself a job is very much a thing that erm, is going to prevent me from re-offending in the future erm... and then it's one of those things whereby it's also putting an obstacle in my way so to me the disclosure actually... the way I look at it is if anything erm... you know, maybe only a very small thing but if anything makes me slightly more likely to re-offend then less likely to re-offend kind of thing because it's stopping me from getting the job which is then allowing me to move on. Erm... so for me I'm not sure really erm... whether it is a good thing or not, I mean to me it's probably... I can see... I can see a lot of disadvantages, I can see.... I'm sure... I'm sure there are reasons for it being in place erm... I mean for me without the... without the disclosure I would have... I would have got myself that last job, would have been working, my ____ is positive, it would have been more positive, I would have been earning money, improving the relat... allowing myself to be paying maintenance to my children who are with my ex-wife and the whole thing, my life would have been moving on more and I'd be... for me far less likely to re-offend as well in the future and rebuilding my life and moving on so for me disclosure in that case has actually been sort of very negative thing but as I said I obviously don't know the other side of.

3= no work reference

V461 sensvoc Sense of vocation in work aspiration from v448

V461

- 1=Fully working and no further sense of vocational aspiration beyond that and having had own business in the past and given it up and now no longer wanting the hassle of it
- 2=Fully working and no further sense of vocational aspiration beyond that
- 3=Fully or partially working and sense of vocational aspiration that includes or is defined by having/wanting own business
- 4=Fully or partially working and sense of vocational aspiration
- 5=Partially working and entertaining possibility of either own business or other work
- 6=Not working and sense of vocational aspiration as well as wanting work
- 7=Not working and imposed vocational aspiration as well as wanting work
- 8=Not working and no sense of vocational aspiration beyond wanting work
- 9=Not working and no sense of vocational aspiration beyond wanting work and prefers lifestyle of earning through crime not work
- 10=Not working and sense of vocational aspiration that includes wanting own business while giving reasons why cannot work
- 11=Not working and sense of vocational aspiration that includes taking over family business while giving reasons why cannot work
- 12=Not working and sense of vocational aspiration while giving reasons why cannot work
- 13=Not working and sense of vocational aspiration that includes wanting own business while not wanting work and having had own business in the past that was lost through criminality at work
- 14=Not working and sense of vocational aspiration that includes wanting own business while not wanting work
- 15= Not working and entertaining possibility of own business whilst also dismissing the possibility and not wanting work having tried unsuccessfully to start own business in the past
- 16=Not working and no sense of vocational aspiration and not wanting work

V462 forprobwk What problems do you foresee if you try and work

V462 from v202What problems do you foresee if you try?

- 1= Impossibility of return to career due to nature of offence as Response to offending impeding work: problems might be getting back to __ past with the erm, I'm not in a position to work within the bank __ that I was but erm, you know, temptations caused by financial problems erm or if I erm, if I did get in a position where I let myself erm get very depressed and lose self esteem and become very negative.
- 2= no work reference
- 3= not applicable or missing

V463 agemorwk How old were you when you first thought.....? Your moral view regarding.....

V463 from

- v51How old were you when you first thought.....? Your moral view regarding hitting people
- v52How old were you when you first thought.....? Your moral view regarding shouting at people
- v53How old were you when you first thought.....? Your moral view regarding things belong to other people and you don't have the right to take them
- 1= Refers to trying to start a business as assisting in learning not to shout at people :He does not refer to work with regard to learning that hitting or taking is wrong, but does with regard to part of learning that shouting is wrong saying when you sort of... get into your life and grow up a bit, trying to start a business I think. Though still only believes so ambivalently
- 2= Refers to receiving warning at work as assisting in learning not to shout at people:He does not refer to work with regard to learning that hitting or taking is wrong, but does with regard to part of learning that shouting is wrong though still only believes so ambivalently saying I don't know I just had a warning about shouting at someone so no you shouldn't. Asked if it was that warning that made you realise you shouldn't was it? He says Yeah... really... well no, he was just... I shouldn't have called him it, I just called him a name that's all.. And he reported me. So like and he's... and I... because I'm on probation at the job until January and they asked me if I'd apologise to him and I said well I said... is this on the record, he said no, this is not going to affect your record at all, so I said alright then I'll apologise because it was over something like... something you shouldn't... he was going to use a solvent to fix a cot and I don't think in health and safety these days you should not use solvents on a cot you know and I just was thinking of health and safety so like but he swore first and I swore back at him and that... so. Though still only believes so ambivalently

3= no work reference

V464 tyimacw Typicality of improving actions and work

Typicality of improving actions and work v464

55What do you think you've done between now and this time last week that you think has been helpful to improving your life?

(56Do you think that's been a typical week?)

57How/how not?

(58Can you picture yourself doing more and bigger things to improve your life?)

59What things would those be?

(60Are you going to do them?)

1=Mentions getting new safety arrangements at work and feeling good but unappreciated about it within what s/he has done this week to improve his/er life and refers to moving up higher in the management status within picturing more and bigger things
2= Mentions getting good work within what s/he has done this week to improve his/er life and is starting to have an organized normal life working and getting up in the morning and refers to getting get driving licence back and going for a plumbing course and changing job again from current work for brother doing stage lighting for big concerts to going back to company s/he used to work for before lost driving licence so can work there alongside plumbing course to become a tradesman within picturing more and bigger things
3= Mentions working on his/er writing ambitions within what s/he has done this week to improve his/er life, but needs to spend more time writing, and refers to the book s/he is wanting to write to sell and to making his/er writing more accessible to people within picturing more and bigger things
4=Mentions working within what s/he has done this week to improve his/er life, but does not work every week, and refers to getting a better job within picturing more and bigger things
5= Mentions working within what s/he has done this week to improve his/er life and is always doing that but did not make any work related reference within picturing more and bigger things
6=Mentions one off bits of work within what s/he has done this week to improve his/er life and is always doing that and refers to getting a fulltime job in admin within picturing more and bigger things.
7= Mentions a one off bit of work within what s/he has done this week to improve his/er life, but does not do this every week as everything is uncertain at the moment, and refers to growing and specialising his/er business within picturing more and bigger things
8=Mentions a one off bit of work within what s/he has done this week to improve his/er life, but does not do this every week, and refers to getting driving licence back and getting own business going within picturing more and bigger things
9= Mentions a one off bit of work within what s/he has done this week to improve his/er life, but does not do this every week as s/he went to work for a bit for the first time just helping a mate out, and refers to finishing college and getting a job within picturing more and bigger things
10=Mentions looking for work and having a job interview within what s/he has done this week to improve his/er life and sees finding work as key to improving domestic situation and refers to getting work and gradually getting better work within picturing more and bigger things
11=Mentions looking for work within what s/he has done this week to improve his/er life and is always out looking for work and refers to doing this as much as s/he can within picturing more and bigger things
12=Mentions looking for work within what s/he has done this week to improve his/er life, but it's only recently been starting to try and do that, and refers to the fact that s/he should be trying to advertise to get jobs but never gets round to it and relies on mum too much and has printed business cards and must hand them out now within picturing more and bigger things
13=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to growing his/er business within picturing more and bigger things
14=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to being more successful and getting a good job within picturing more and bigger things
15=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to trying to work my way up to a very high position in a big company within picturing more and bigger things
16=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to working/getting more work/going back to work within picturing more and bigger things
17=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to keeping working and getting driving licence back so no longer loses work because can't drive within picturing more and bigger things
18= Did not make any work related reference within what s/he has done this week to improve his/er life but refers to starting own business when gets driving licence back within picturing more and bigger things
19=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to learning to drive and getting a proper job within picturing more and bigger things
20=Did not make any work related reference within what s/he has done this week to improve his/er life but refers to working as a drugs counsellor and taking over his/er dad's business that s/he is not working in within picturing more and bigger things
21 =Did not make any work related reference within what s/he has done this week to improve his/er life but refers to getting some qualifications or getting work within picturing more and bigger things
22= Did not make any work related reference within what s/he has done this week to improve his/er life but refers to stopping being lazy and just getting out and getting a job which s/he is trying to do but is just pointless because no one gets back to him/er so s/he just sits at home and is just going to hope something turns up within picturing more and bigger thing
23= no work reference
24= not applicable or missing

V465 helpothwk What do you think you've done between now and this time last week that you think has been helpful to other people's lives and work?

V465 from v62What do you think you've done between now and this time last week that you think has been helpful to other people's lives?

1= Work as medium for helping others

2= no work reference

3= not applicable or missing

V466 cauharwk Causing harm and work

Causing harm and work from v64/65

V64outline question:what do you think you've done between now and this time last week that you think has been harmful to your life?

V65outline question:what do you think you've done between now and this time last week that you think has been harmful to other people's lives?

1=Refers to work with regard to harming his own life saying cut myself or something at work, as long as it doesn't get infected it's alright but does not refer to work with regard to harming others

2= Does not refer to work with regard to harming his own life, but makes a claim of hurting others in a work related way claiming hurting a colleague's pride by refusing to take orders from him when that colleague acted as if he was the boss but interviewee felt he had no right to do that

3= Does not refer to work with regard to harming his own life, but refers to it with regard to his conditional claim of not harming others saying Nothing, I haven't sacked anybody

4= no work reference

5= no work reference re harming others but harming own life is missing

V467 proachwork Progress, achievement and work

Progress, achievement and work v467

67What progress do you think you are making in your life?

68What do you think you have achieved in your life?

69How would you assess your progress and achievement?: Excellent / not too bad / very little / none)

1= Names work related things within both progress and achievement, saying with regard to work within progress that I'm happy I'm working and within achievement that I do my job

2= Names work related things within both progress and achievement, saying with regard to work within progress that I'm getting back on top of things in respect of work and that's a really good feeling, that there's more work about and more jobs to price up and not going out and working for next to nothing and within achievement that built a business went down the pan obviously when everything happened but I'm building it up again. I couldn't face getting up and going to work and things, I did actually have people go out and do it for me, but maybe not just that, I think it was the credit crunch and all that done it as well but it sort of stayed, it went down low but sort of bringing it back up again now

3=Names work related things within both progress and achievement saying with regard to work within progress that although I haven't got myself a job, I'm getting more practices of interviews and applying and building up my self confidence a bit more and within achievement that I suppose what I've had in the past, I've had good jobs I've sort of built up and had a successful career

4= Names work related things within achievement but not progress, saying with regard to work within achievement that getting a job's been a great achievement

5= Names work related things within achievement but not progress, saying with regard to work within achievement that jobs stuff like that

6= Names work related things within achievement but not progress, saying with regard to work within achievement that I've got a very good job, I'm very good at it.

7= Names work related things within achievement but not progress, saying with regard to work within achievement achieving management status

8= Names work related things within achievement but not progress, saying with regard to work within achievement I've got a good job, nearly gambled it away over drink, when you start looking at it like that

9=Names work related things within progress but not achievement, saying with regard to work within progress that if I hadn't have done anything about it I would probably still be hunting for jobs that just aren't there, which when you're starting a new business or a new job you have to sort of show the people how you are, you're on like a timescale where they see how good you are, whether you're up to scratch, whether you're good enough and if I'm doing it for myself then I can only show myself how good I am unless I struggle then obviously I can ask my dad and then he helps me and get the job done, it's all a learning curve

10= Names work related things within progress but not achievement, saying with regard to work within progress that learning from conviction about the need for documentation in the context of any future ownership of work premises

11=Names work related things within past progress but not achievement nor present progress, saying with regard to work within past progress that he was making progress engaging with services till court case and being beaten up by police after his mum called them, now can't move or live or work

12=Making no progress nor achievement with regard to work

13= no work reference in progress or achievement

14= no work reference in progress and not asked about achievement

V468 belachwork Belief in achieving and work

Belief in achieving and work V468

85What makes you think that? Re; 84Do you think you can achieve within society?

1= When speaking of why he thinks he can achieve within society he says because I've worked with a lot of different people at work, like customers, I'm quite polite,

2=When speaking of why he thinks he can achieve within society he says I'm intelligent and a writer and a good and helpful member of society and this is the only thing I've done wrong and I wouldn't do it again,

3= When speaking of why he thinks he can achieve within society he says I just want to get a job

4= When speaking of why he thinks he can achieve within society he says erm well I want to, I want to produce, well I'm trying to produce a service for other people, which then they can be happy and satisfied with, work completed and done to a proper standard, that's where I...

5= When speaking of why he thinks he can achieve within society he says well I just feel better about myself I think. _____. I always get, you know when I am doing well with work or work for different people, I always get compliments so... must, must have something.

6= When speaking of why he thinks he can achieve within society he says knowing I can get a job, work

7= no work reference

8= not applicable or missing

V469 wkvalcom What makes you think that and work? Re; 88Do you think you are valued within society?

V469 from v89What makes you think that? Re; 88Do you think you are valued within society?

1=Value earned through work

2= Feels unvalued because doesn't work nor help society: Asked why he feels unvalued within society he says I don't do a lot to help society and I don't work,

3= Feels unvalued because doesn't work whilst saying its injury not self to blame for that: Asked why he feels unvalued within society he says I'm starting to think _____ don't deserve to be valued. Because I'm not doing enough to... I don't work, I know it's not my fault, because of my leg So asked Do you not feel you have any worth even if you don't work he says No I do have... of course I have worth, of course, everyone has worth But you don't feel valued because you don't work Yeah

4= Feels unvalued because doesn't work: Asked why he feels unvalued within society he says I'm not working yet

5= Feels unvalued because if was valued would be helped and given work and a home: Asked why she feels unvalued within society she says if society valued her they would like try and help me wouldn't they really like with a job and place to live

6= no work reference

7= not applicable or missing

V470 Wanting changed life and work

Wanting changed life and work V470

91How would you like it to be different? Re; 90Is your life how you would like it to be?

(92 Have you tried to make that change?(or trying)

(93What happened/do you think would happen?)

(94Do you want to try/try again/keep trying?)

1= Names developing his/her own business within the way s/he wants his/her life to be different and mentions that where it gets me I don't know but I do try, might get a bit of food on the table and a bit of electricity and food for the dogs, but that's about it within trying to make that change

2= Names having a good job and building a career within the way s/he wants his/her life to be different and mentions that my CV is now what I want it to be, my having gone for a few interviews, my interview technique is better so there is progress being made but it's, still a work in progress within trying to make that change

3= Names having a job within the way s/he wants his/her life to be different and mentions that I Just keep on ringing loads and loads of jobs and nothing ever comes across within trying to make that change

4=Names having a job within the way s/he wants his/her life to be different and mentions that s/he has got job interviews within trying to make that change

5= Names having a job within the way s/he wants his/her life to be different and mentions that I've got something in the pipeline at the minute within trying to make that change

6=Names a job that earns more and is less physically wrecking for when s/he does get back into work within the way s/he wants his/her life to be different and mentions that s/he tried to set up his/her own business saying it's just, with my ex at the time, my girlfriend I was with, (son's name)'s mum, she's just no support really you know, trying to better myself but she wanted the end products yesterday whereas I knew it would take time to build up and the stress of it all just, in the end and with no support from her just, I thought why am I doing, what's the point, trying to make a better life, can she not see the bigger picture but other, other people just couldn't see the bigger picture really, that's what happened. And didn't have the time to wait for it to grow so in the end I just, sod you then, you know, I was doing it for you but sod you within trying to make that change

7= Names work that earns more within the way s/he wants his/her life to be different but does not mention anything work related within trying to make that change

8= Names having a job within the way s/he wants his/her life to be different but does not mention anything work related within trying to make that change

9= no work reference

10= not applicable or missing

V471 solwkgu work related At what point would you give up?

V471 from 97At what point would you give up?

1= Can't give up with work because the job has to be done so take a break when getting angry when having problems then solve the problem: He says he won't give up because like with my work you can't give up because the job has got to be done, so you've got to keep starting again. I mean you lose your temper when like you're hanging wallpaper, I always say I'm gonna go home and kip on it because you can solve the problem

2= Probably won't give up until gets work: He says he Probably won't give up until he gets a job

3= Would give up if had business going and it then went bust, that's when would just get a job:When asked At what point would you give up he says Erm... if I had business going and just went... probably bust, that's when I'll just get a job, but I will give it, I'm giving it a go, I'm trying

4= no work reference

5= not applicable or missing

V472 gdplanwork Goals/dreams planning and work

Goals/dreams planning and work V472

104 What are they? Re; 103 Do you have goals in life or dreams for your life?

(105 Is it a realistic goal/dream?)

(106 Do you have a plan of how to achieve it?)

(107Can you describe your plan?)

(108 How will you carry it out?)

(109 What will you do if there are mistakes or set backs on the way?)

1= Names starting own business within goal in life and has a plan s/he describes saying I've got a five year plan like when I turned 20 because I got all my qualifications before I turned 20, it's like a 10 year plan really, but these five years I'm trying to get as much like private work as possible, and do as much travelling as possible and then like in five years I will probably have my own business and then that will start off everything in my life.

2=Names starting own business within goal in life and has a plan s/he describes saying get my licence, basically just get some leaflets done and just start going basically, just pick it up, every business takes a while, but I've seen it happen, I see it happen day to day when I work so I know it can be done, it's just get yourself a little CSCS card or something and just crack on basically

3= Names getting a better job within goal in life and has a plan s/he describes saying just keep working hard at the moment and build onto bigger and better things and saying finding different jobs, I'm doing shop fitting. I want to get a trade or something like that but saying I haven't got the time with court and working away at the moment

4= Names a good career within goal in life and has a plan s/he describes saying it is I think a case of saying well look you know ok , setting myself realistic expectations of what I can get work wise

5=Names training for better paid work within goal in life and has a plan s/he describes saying going to college and getting qualifications and working hard

6= Names a lifestyle that includes well paid work within goal in life and has a plan s/he describes saying keep working

7=Names work within goal in life and has a plan s/he describes saying course work, college work, applying for jobs, show people what I can do and what I can't do, I've been to job club here, I've rung round, but the course I want is an Open University course. It's an introduction to drug counselling and then I go on to further and saying I've already been to (names a drug counselling centre) to ask if I can do voluntary work, I've done anything and everything I can

8=Names work within goal in life and has a plan s/he describes saying keep going to the job centre, asking friends to look at papers

9=Names getting a job helping those who have suffered the same problems that s/he has suffered within goal in life, but is uncertain about having a plan to achieve it saying I sort of do but not 100% . This uncertain plan is based on others organising it, saying probation officer's trying to help me speak to the people who run the (names a domestic violence centre) to try and sort it out that way and also saying I need to find out more about it before I can carry it out, because I don't really know much of how to get to be, like to do that

10=Names starting own business within goal in life but has no plan of how to achieve it

11=Names getting a job within goal in life but has no plan of how to achieve it

12= Names non-work related goals but names continuing to get his/her business started within the realism and de facto planning of achieving goals

13= Names non-work related goals but within achieving goals says I'll have my own business, I'll hire other people with their trucks and stuff and they'll get 50% of everything, usually everyone else does like 37 but if I give someone 50 and I take 50 and they using their own vehicle, they're basically just working for their self but giving me half their money

14= Names non-work related goals but within achieving goals says get a job, get some money, save up

15= Names non-work related goals but within achieving goals says get a full time job and save up. I did actually want to move away, go abroad next year do a season and then see if I get fulltime work out there, but obviously I've got to wait until after probation to do that

16=has no work related goals nor work related plan to achieve goals but has non-work related goals

17=has goals but not asked about nature of goals

18=has no goals

V473 gdactwork Goals/dreams action and work

Goals/dreams action and work V473

Re above: Re;104 What are they?Re;103 Do you have goals in life or dreams for your life?

(110 How long do you think you will have to work at it to achieve it?)

111 What are you doing now to try and achieve it?
1= Names working as action within what s/he is doing to achieve his/er goals
2= Names working very hard as action within what s/he is doing to achieve his/er goals
3= Names working and learning to drive, the latter of which s/he had given as a prerequisite for starting his/er own business, as action within what s/he is doing to achieve his/er goals
4= Names writing, which s/he treats as his/er work, as action within what s/he is doing to achieve his/er goals
5=Names learning more about his/er job as action within what s/he is doing to achieve his/er goals
6= No significant action but s/he refers to work as looking for work within what s/he is doing to achieve his/er goals
7= No significant action but s/he refers to work as buying work stuff within what s/he is doing to achieve his/er goals
8= Does not name any work related action within what s/he is doing to achieve his/er goals
9= Does not name any action within what s/he is doing to achieve his/er goals
10=Specifically says nothing or don't know regarding What are you doing now to try and achieve it?
11=Not asked What are you doing now to try and achieve it?